Section A: Subject Information

Subject Code & Name: NMIH318 Contemporary Leadership Perspectives
Credit Points: 6
Pre-requisite(s): NMIH304
Co-requisite(s): None
Restrictions: Students must be enrolled in Bachelor of Nursing Advanced
Equivalence: None
Assessment: Contract 10%; Reflective Posting on eLearning 20%; eLearning Exercise 20%; Concept Analysis 50%.
Session: Spring 2013
Campus Locations: Wollongong, Bega, Shoalhaven, Southern Sydney
Delivery Method: Flexible
Contact Hours: 4 hrs per week

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Subject Coordinator
Name: Rebekkah Middleton
Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 218
Consultation times: Wednesdays 1000-1200
Telephone: 61 2 4221 3724
Email: rebekkah_middleton@uow.edu.au

Student Administration
Location: 41.152
Telephone: 61 2 4221 3492
Email: smah_student_enquiries@uow.edu.au

Prescribed Text
Hansen-Turton, T, Sherman, S & Ferguson, V 2007, Conversations with leaders: Frank talk from nurses (and others) on the frontlines of leadership, Sigma Theta Tau International, Indianapolis.

Assessment Tasks

<table>
<thead>
<tr>
<th></th>
<th>Learning Contract</th>
<th>Reflective eLearning posting</th>
<th>eLearning exercise</th>
<th>Concept Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Due Date: 9/8/13</td>
<td>Due Date: throughout session</td>
<td>Due Date: 23/9/13</td>
<td>Due Date: 28/10/13</td>
<td></td>
</tr>
<tr>
<td>Percentage: 10%</td>
<td>Percentage: 20%</td>
<td>Percentage: 20%</td>
<td>Percentage: 50%</td>
<td></td>
</tr>
</tbody>
</table>

eLearning Space
For information regarding the eLearning spaces please use the following links:
Moodle - [http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)
Section A: Subject Information

Subject Description
The aim of this subject is for the student to look at leaders and leadership which is inspiring, challenging, collaborative, intentional, transformative and visionary and apply these principles to their own leadership opportunities.

Learning Outcomes
On completion of this subject, students should be able to:
(a) Demonstrate that they have explored past and contemporary leaders and leadership skills of nurses that they admire
(b) Apply negotiation skills with academic mentors in the selection of a nurse leader to research
(c) Critically analyse and communicate with others the qualities that their chosen nurse leader portrays.
(d) Demonstrate articulate reflective and analytic reasoning skills.
(e) Give and receive constructive feedback in a professional way.
(f) Develop a reflective concept analysis that demonstrates the principles of active learning, feedback and story-telling and apply the principles to their area of practice.

Subject Contacts

Subject Coordinator/Lecturer
Name: Rebekkah Middleton
Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 218
Consultation times: Wednesdays 1000-1200
Telephone: 61 2 4221 3724
Email: rmiddle@uow.edu.au

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Attendance/Study time
Distance delivery: It is expected that students will allocate 4 hours per week to this subject to complete the study guide requirements, complete your assignments and prepare for an examination where applicable.

Flexible delivery: Dates for study days and weeks will be listed on the Online Calendar, found via the Subject Descriptions link on the Course Handbook page.
## Timetable of Topics

This subject will be delivered online. Engagement in eLearning exercises is required.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week start date</th>
<th>Online Engagement</th>
<th>Assessment Task</th>
</tr>
</thead>
</table>
| 1    | 29/7/2013      | eLearning introduction  
Learning Contract discussion |                  |
| 2    | 05/08/2013     |                   | Learning Contract  
Friday 9/8/13 |
| 3    | 12/08/2013     | eLearning Posting |                  |
| 4    | 19/08/2013     |                   |                  |
| 5    | 26/08/2013     | eLearning Posting |                  |
| 6    | 2/09/2013      |                   |                  |
| 7    | 9/09/2013      | eLearning Posting |                  |
| 8    | 16/09/2013     |                   |                  |
| 9    | 23/09/2013     |                   | eLearning Exercise  
Monday 23/9/13 |
| Break | 30/09/2013   |                   |                  |
| 10   | 7/10/2013*     |                   |                  |
| 11   | 14/10/2013     | eLearning Posting |                  |
| 12   | 21/10/2013     |                   |                  |
| 13   | 28/10/2013     |                   | Concept Analysis  
Monday 28/10/13 |

* is a public holiday

## Textbooks and Supplementary Materials

### Prescribed Text
Hansen-Turton, T, Sherman, S & Ferguson, V 2007, Conversations with leaders: Frank talk from nurses (and others) on the frontlines of leadership, Sigma Theta Tau International, Indianapolis.

### Supplementary Materials to Be Purchased by Students
Nil

### Recommended Additional Readings
Sarros, JC (ed.) 2009, Contemporary perspectives on leadership: Focus and meaning for ambiguous times, Tilde University Press, Prahran VIC.
Tomey, AM 2009, Guide to nursing management and leadership, 8th edn, Mosby, St. Louis Canada.

Recommended readings are not intended as an exhaustive list and students should use the Library catalogue and databases to locate additional resources. Distance students studying within Australia should refer to the information and resources found via the Library link on the UOW homepage regarding off-campus library services available. Distance students studying outside Australia should contact their subject coordinator, as arrangements for library services may be available within their own country.

## eLearning Space
This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column.

For information regarding the eLearning spaces please use the following links:
Moodle - [http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)
eReadings
Electronic readings for this subject are available through the library website. Visit the Catalogue via the Library link on the UOW homepage or see staff at the Information Desk in the Library for information and help with eReadings.

Graduate Qualities
Information on the UOW Graduate Qualities can be found at via the Learning and Teaching link on the UOW homepage. The University of Wollongong has developed five graduate qualities which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities in particular will be enhanced by their participation in this subject:

1. **Informed**: Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.

2. **Independent learners**: Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.

3. **Problem solvers**: Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.

4. **Effective communicators**: Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.

5. **Responsible**: Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

Recent Improvements to this Subject
Change: Nil

Reason: New subject in 2013
Section B: Assessment

Minimum Requirements for a Pass in this Subject
To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, students must meet all of the minimum performance requirements as listed below. Failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject even where total marks accumulated are greater than 50%.

Minimum Academic Performance: A Technical Fail (TF) grade will be awarded for the subject even where a student gains a total mark that would otherwise allow a passing grade if a student meets one or more of the following criteria:

- does not attempt all assessment tasks

Minimum Attendance: Student attendance at tutorials is compulsory and only one tutorial absence is permitted. Student attendance at clinical placement and laboratories is compulsory and students must attend 100% of classes. Absences will require a medical certificate or other suitable documentation which must be presented to Student Central along with completion of academic consideration as soon as practical after the absence has occurred. Students who do not meet minimum attendance requirements may be awarded a Technical Fail (TF) for this subject.

Minimum Participation: Student participation in online postings is an assessable component of this course. Students who do not meet minimum participation requirements may be awarded a Technical Fail (TF) for this subject.

Students who do not meet the overall minimum performance level requirements outlined above may be given a Technical Fail (TF) grade on their academic transcript even where the total marks accumulated are 50% or higher. Where a Technical Fail is awarded, the grade is displayed as TF but a mark is not displayed on the academic transcript. For the purposes of calculating a Weighted Average Mark (WAM) a TF is allocated a mark of 49.

Details of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Learning Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Report</td>
</tr>
<tr>
<td>Due date</td>
<td>9/08/2013</td>
</tr>
<tr>
<td>Weighting</td>
<td>10%</td>
</tr>
<tr>
<td>Pass mark</td>
<td>N/A</td>
</tr>
<tr>
<td>Length</td>
<td>500 words</td>
</tr>
<tr>
<td>Details</td>
<td>Consider the history of nursing and the key nursing figures throughout history that are uploaded on the Moodle site. Choose one nurse leader that resonates with you that you will explore further in assessment 3: eLearning exercise. Briefly outline why you have chosen this nurse, using literature to support elements of leadership you determine to be important and why.</td>
</tr>
<tr>
<td>Submission</td>
<td>Submit an electronic version of your assignment via upload to eLearning</td>
</tr>
</tbody>
</table>
**Assessment 2**  
Reflective eLearning Posting  

**Format**  
Online posting  

**Due date**  
16/8/13; 30/8/13; 13/9/13; 18/10/13  

**Weighting**  
20%  

**Pass mark**  
N/A  

**Length**  
250 words per posting  

**Details**  
In your prescribed text ‘Conversations with Leaders’ (Hansen-Turton, Sherman & Ferguson 2007) there are six (6) parts. You are to choose one (1) conversation from four (4) of the six (6) parts to undertake assessment 2: Reflective eLearning Posting.  

Using John’s model of structured reflection (John’s & Freshwater 2005), write a reflective posting on your chosen conversation, outlining your key learning, and upload one in each of the following weeks: Week 3, 5, 7, and 11.  

Further details will be available on eLearning.  

**Submission**  
Submit an electronic version of your assignment via upload to eLearning

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**Assessment 3**  
eLearning Exercise  

**Format**  
Poster  

**Due date**  
23/09/2013  

**Weighting**  
20%  

**Pass mark**  
N/A  

**Length**  
Poster and 500 word commentary  

**Details**  
Using the same nurse leader you have chosen in your learning contract, create a poster and provide a written commentary of 500 words explaining the poster.  

You are to outline who your leader is. Using a named reflective model, demonstrate what you think they add to nursing leadership and provide a rationale to justify your position.  

Your poster is to be created on a PowerPoint slide.  

**Submission**  
Submit an electronic version of your assignment via upload to eLearning

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**Assessment 4**  
Concept Analysis  

**Format**  
Essay  

**Due date**  
28/10/2013  

**Weighting**  
50%  

**Pass mark**  
N/A  

**Length**  
Concept map with minimum 4 layers of concepts (on 1 sheet of minimum A3 paper) + 500 word commentary  

**Details**  
Read ‘Notes on Nursing’ (Nightingale, 1859), found on e-readings.  

Develop a concept map that considers this history of nursing leadership and link it to the Essentials of Care model by NSW Health (http://www0.health.nsw.gov.au/nursing/projects/eoc.asp). Graphically describe the relationships between your chosen concepts.  

You should integrate your philosophy of nursing leadership (Wordle done earlier in session) into your concept map to demonstrate how it is impacted by history and current transformational leadership practice.  

Use the map to connect concepts and facts (nodes) and to demonstrate relationships between:  
1) Nightingale’s assertions and commentary;  
2) Essentials of Care; and
3) Your personal leadership philosophy.

Your map should contain appropriate descriptive links between nodes (short phrases or specific/descriptive words showing the relationship between concepts). Do not repeatedly reuse the same link; construct a variety of links that describe the unique relationship between specific nodes and include specific examples that clarify the meaning of a given concept.

A 500 word commentary should accompany your concept map which provides a description and reflection of your development of the concept map.

Attach a reference list relating to the concept map.

Submission
Submit an electronic version of your assignment to SMAH Central on Level 1 in Bld 41

Scaling
Scaling will not occur in this subject.

Submission of Assignments

Specific submission instructions have been included in the assignment details section of this outline. A Science, Medicine and Health assignment cover sheet must be attached to all assignments and all sections must be completed by the student. The cover sheet is available from SMAH Central, Building 41, Room 152 (Wollongong Campus); reception area, Nurse Education Building (Shoalhaven Campus); next to the assignment box at main office, Bega Education Centre; room G01 or next to the assignment box located next to the back door on the ground floor at Southern Sydney Education Centre. Receipts will be issued on submission of assignments and students are required to retain this receipt until they have received the final mark for that assessment task. The receipt is the only proof of submission of assignments and students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Note that if assignments are submitted in the after-hours slot in SMAH Central or via post, the receipt must be filled out and left attached to the coversheet. The receipt will be stamped and retained under the counter at SMAH Central for later collection during business hours. You must collect your receipt personally and you will be required to show your student card at the counter of SMAH Central to obtain your receipt. Any assignments received without the coversheet attached, receipt section completed in full or receipt missing will not be receipted. Hard copy is the only accepted format for submission of assignments. The School of Nursing, Midwifery & Indigenous Health does not normally accept email, online, faxed or mailed copies of assignments. Some specific subjects, however, include electronic submission as part of eLearning.

- Wollongong Campus assignment submission: Each assignment should be submitted to SMAH Central, 41.152, or after hours placed in the assignment chute provided in the door of the SMAH Central.
- Bega Education Centre assignment submission: Students should obtain a plain sheet of pink paper from on top of the assignment box and attach it to the assignment so that it covers the SMAH assignment submission cover sheet at the Bega Education Centre in Auckland Street.
- Southern Sydney Education Centre assignment submission: Coversheets are available from either room G01 or next to the assignment box which is located next to the back door on the ground floor. Assignments may be submitted between 9am-5pm Mondays-Thursdays and 9am-2pm Fridays. An after hours submission box is located on the ground floor at the back door. Receipts will be issued on submission. Students may collect a receipt from G01 the following working day for assignments submitted after hours.
- Shoalhaven Campus assignment submission: Each assignment should be submitted to the Administration Officer in the Nursing Education Centre (NU.03) (9.30am-4pm) and placed in the Nursing Assignment Box. If an assignment is placed in the Assignment Box after hours, students may collect the receipt from the Nursing Administration Officer in NU.03 the next working day after submission.

The responsibility for ensuring that work is submitted by the due date lies with the student. Students must keep a copy of their assignments - the onus of proof of submission is on the student, not the lecturer. Students should retain the stamped Student Copy of the receipt as evidence of submission.
Students attending distant clinical placement when an assignment is due may post their assignments into their local campus:

SMAH Central (41.152)  Administration  Nursing Administration  Nursing Administration
University of Wollongong  UOW Bega  UOW Shoalhaven  UOW Southern Sydney
WOLLONGONG NSW  PO Box 1020  PO Box 5080  PO Box 482
2522  BEGA NSW 2550  NOWRA DC NSW 2541  SUTHERLAND NSW 1499

Assignment coversheets downloadable from http://www.uow.edu.au/health/hbs_central/UOW024546.html are to be completed and attached to all assignments individually – do not attach more than one assignment to a coversheet. Receipt of assignments from Distance students will be acknowledged by email provided that you include your student email account (eg. js234@uowmail.edu.au) on the assignment coversheet. If you have submitted an assignment that includes your email account details and have not received an email receipt within 5 working days, please contact SMAH Central on 02 4221 3492. Please keep a copy of your assignment in case of loss after mailing. Assignments will be returned by post as quickly as possible after marking.

Any other requests to submit assignments by post must be agreed in advance with the Subject Coordinator.

Due Date
Unless otherwise specified, assignments are due by 4:00pm on the due date specified for the assessment task.

The date of submission by post for students will be considered to be the postmark date stamped on the assignment envelope. Note that it is not generally necessary to use Express Post as long as the envelope is clearly postmarked. However, approved late submission or other requirements of the Subject Coordinator may necessitate use of Express Post. If Express Post is used you will need to specifically request that the Post Office postmark your envelope, as Express Post envelopes do not normally carry a postmark.

Late Submission
Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.05 x number of days late. For example:

Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).

Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

No marks will be awarded for work submitted either: a) after the assessment has been returned to the students or b) more than two weeks after the due date, whichever is the sooner. Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

Extensions
An extension of time to submit assignments can only be granted by the subject coordinator in exceptional circumstances. Pressure of work, either from employment or from other studies, is not an acceptable reason for seeking an extension of time. Carefully note the due date for each assignment and plan your work so that deadlines can be met.

Students seeking an extension must submit an application for academic consideration through SOLS with appropriate documentation PRIOR to the deadline for submission of the assessment task.

Subject Outline: Click here to enter text.
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Assessment Return
Marked assignments will be handed out in class or be available for collection during academic consultation hours OR according to the arrangement announced by the Subject Coordinator. In accordance with University Policy marked assignments will usually only be retained by the Subject Coordinator/Tutor for 21 days after the declaration of the marks for that assignment. After that time any uncollected assignments will be destroyed.

Supplementary Assessments
Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers or use the following link; http://www.uow.edu.au/student/exams/suppassess/index.html.

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

Examination Rules
In 2012, there were a number of changes to the University Examination Rules that affect all current students. You can find this information at the following link; http://www.uow.edu.au/student/exams/index.html.

Supplementary Examinations
You can find the information for supplementary examinations at the following link; http://www.uow.edu.au/student/exams/aboutsupp/index.html.

Student Academic Consideration Policy
Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student's control which significantly impair a student's ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student's academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as relevant documentation which is submitted in person to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request once you have submitted documentation and they will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible by whatever means practical at the time, and follow with a formal academic consideration request as soon as you are able to.

The full policy on Student Academic Consideration is found in the Policy Directory on the UOW website.

System of Referencing Used for Written Work
The School uses the Harvard system of referencing, unless otherwise specified for a particular assignment – check Details of Assessment Tasks.


Use of Internet Sources
Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.
Plagiarism

Plagiarism means using the ideas of someone else without giving them proper credit. ALL work submitted for assessment MUST BE YOUR OWN. The other person may be an author, a lecturer or another student. The work may previously have been published in print or on the Web.

Plagiarism will not be tolerated and may result in the imposition of severe penalties. The University of Wollongong has the power to reprimand and penalise any student found guilty of such offences. If plagiarism is suspected, this will result in appropriate investigations.

“Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University’s Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University’s online Policy Directory and in Faculty Handbooks and subject guides. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism has led to the expulsion from the University.”

To avoid plagiarism when using other people’s work, take care to reference appropriately. For assistance with correct referencing technique, consult with your tutor or lecturer. The Learning Development Centre also provides assistance to students on how to correctly reference.

Please note that you are required to sign a declaration on the assignment cover sheet, stating that you have read and met the requirements for the assignment, that (except for group assignments) you have not collaborated with other students, that you have not plagiarised and that, where you have used the work of others, you have referenced it appropriately. Academic staff will return your assignment unmarked if you have not signed the declaration.

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.
## NMIH318 Contemporary Leadership Perspectives
### Assessment 1: Learning Contract Marking Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets aims of assignment. Provides an outline of an historical nursing leader and clearly describes choice of leader with clear rationale for choice</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Organises assignment logically and coherently. Logical flow to direct the reader through the assignment</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Communicates clearly and uses appropriate academic language. Content is communicated clearly and concisely in a professional academic way. Colloquialisms and non-academic terminology are used only in the context of citing others.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Uses supporting literature and research. References used are relevant, current, and from appropriate literature sources.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Reflects on content clearly and logically. Provides a clear overview of the specific nurse chosen Discusses key aspects of leadership relevant to nurse leader Supports choice with appropriate literature</td>
<td>0</td>
<td>1-9</td>
<td>10-14</td>
<td>15-17</td>
<td>18-20</td>
<td>/50</td>
</tr>
<tr>
<td>Adheres to school requirements for presentation, referencing and word limit. Presentation style is in accordance with guidelines; references cited accurately in text and reference list and adhere to word limit stipulated in guidelines.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
</tbody>
</table>

This assignment is worth 10% of the total assessment for this subject. /100

**COMMENTS**

Late Penalty (if applicable)

Marker: ..............................................................

Subject Outline: Click here to enter text.

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### NMIH318 Contemporary Leadership Perspectives
#### Assessment 2: Reflective eLearning Posting Marking Guide

**Name** .......................................................................... **Student No**.................................................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets aims of assignment. Provides a structured reflection using John’s &amp; Freshwater model (2005) and demonstrates key learning</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Organises assignment logically and coherently. Logical flow of research topic and reflection on issues presented to direct the reader through the assignment</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Communicates clearly and uses appropriate academic language. Content is communicated clearly and concisely in a professional academic way. Colloquialisms and non-academic terminology are used only in the context of citing others.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Uses supporting literature and research. References used are relevant, current, and from appropriate literature sources.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
<tr>
<td>Reflects on content clearly and logically. Provides a clear overview of the chosen chapter/conversation from text Reflects on own learning &amp; views associated with the nursing leader in the chapter/conversation Reflection on the significant aspects and issues associated</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/30</td>
</tr>
<tr>
<td>Analyses content information. Provides evidence of analysis of chapter/conversation using John’s &amp; Freshwater (2005) structure of reflection Provides relevant summary analysis of chapter/conversation that includes feedback on leadership impact</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/20</td>
</tr>
<tr>
<td>Adheres to school requirements for presentation, referencing and word limit. Presentation style is in accordance with guidelines; references cited accurately in text and reference list and adhere to word limit stipulated in guidelines.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>/10</td>
</tr>
</tbody>
</table>

This assignment is worth **20%** of the total assessment for this subject. **/100**

**COMMENTS**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Marker: ..............................................................................................

Subject Outline: Click here to enter text.
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# NMIH318 Contemporary Leadership Perspectives
## Assessment 3: eLearning Exercise Marking Guide

**Name** .............................................................  **Student No**..........................................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a clear rationale for chosen model of reflection</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Organises assignment logically and coherently.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Logical flow of ideas and reflection on nursing leader presented in both poster and commentary</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Communicates clearly and uses appropriate academic language.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Content is communicated clearly and concisely in a professional academic way. Colloquialisms and non-academic terminology are used only in the context of citing others.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Uses supporting literature and research.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>References used are relevant, current, and from appropriate literature sources.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Reflects on content clearly and logically.</td>
<td>0</td>
<td>1-9</td>
<td>10-14</td>
<td>15-17</td>
<td>18-20</td>
<td>20</td>
</tr>
<tr>
<td>Poster content draws attention to key concepts, is imaginatively presented and visually pleasing</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Analyses content information.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Demonstrates structured model of reflection in action</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Reflection on the significant aspects that bring personal admiration.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Clearly identifies the impact that the nursing leader has had through history, providing evidence to support</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Adheres to school requirements for presentation, referencing and word limit.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
<tr>
<td>Presentation style is in accordance with guidelines; references cited accurately in text and reference list and adhere to word limit stipulated in guidelines.</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>10</td>
</tr>
</tbody>
</table>

This assignment is worth 30% of the total assessment for this subject.

/100

**COMMENTS**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Marker**: .............................................................
### NMIH318 Contemporary Leadership Perspectives
#### Assessment 4: Concept Analysis Marking Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commentary (40%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/40</td>
</tr>
<tr>
<td>- Description of the concept map</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates personal response to mapping of key concepts</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>- Explores the mapping process with appropriate depth</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>- Supports concepts and relationships in mapping with references to current research</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td><strong>Concept Map (40%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/40</td>
</tr>
<tr>
<td>- Concept Map addresses sufficient depth of concepts (a minimum hierarchy of 4 levels of concepts)</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>- There is a logical, clear, thoughtful structure</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>- There is complexity and use of cross-links</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>- The relationships are clearly articulated (ie linking words to demonstrate meaningful relationship)</td>
<td>0</td>
<td>1-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td><strong>Style and Organisation (10%)</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Communicates clearly, appropriate academic language:</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3-4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- Language, where required, suitably abstract or technical; generalisations qualified when appropriate, sentence structure and punctuation correct, accuracy of syntax and grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Organises assignment logically and coherently:</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3-4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- Appropriate use of paragraphing to advance argument, logical flow of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Uses supporting literature and research, correct referencing (10%)</strong></td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3-4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>- Appropriate quality &amp; quantity of material selected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Adheres to School requirements for referencing</td>
<td>0</td>
<td>1-2</td>
<td>2.5</td>
<td>3-4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

This assignment is worth 50% of the total assessment for this subject.

**COMMENTS**

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**Marker:** .................................................................