



MEDI11004 *Professional Practice*

Term 2 - 2022

Profile information current as at 25/04/2024 10:19 pm

All details in this unit profile for MEDI11004 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 focuses on what it means to be a health professional in Australia. You will learn about and apply the skills needed for effective interprofessional practice so that you can be an effective team member. You will learn to examine your thinking and assumptions and to reflect on your experiences to enhance your personal and professional development. You will explore social, cultural, historical and political factors that impact on the experiences of wellness and illness and on access to and quality of health care in Australia, particularly for Aboriginal and Torres Strait Islander peoples. You will learn how to provide culturally competent and respectful care. You will be introduced to the concept of being a change agent to foster cultural safety in learning, working and care environments.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

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 - 2022

- Mackay
- 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 Undergraduate 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. **Reflective Practice Assignment**

Weighting: 20%

2. **Online Quiz(zes)**

Weighting: 40%

3. **Group Work**

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 Have Your Say student feedback, teaching team reflection

Feedback

Some students commented that they had already covering some topics in other Year 1 units. The unit learning outcomes and content have been in place for several years. Changing external influences such as professional body competencies, capabilities and accreditation standards have been changing during this time.

Recommendation

Consult with the Heads of Courses across Sonography, Echocardiography and Medical Imaging to complete a needs analysis for unit outcomes and topics.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Discuss attributes of professionalism and their application to both learning and clinical environments
2. Demonstrate understanding of interprofessional relationships through respectful interaction, collaboration and teamwork
3. Reflect on your experiences, values, attitudes, assumptions and biases to enhance your own personal and professional development
4. Demonstrate knowledge of Aboriginal and Torres Strait Islander history, culture, values and social practices
5. Discuss the impacts of social determinants of health, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians
6. Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity
7. Discuss the attributes, motivations, skills, roles and actions that underpin positive social change.

This is a core unit for three health professional courses that are accredited by different external professional and regulatory bodies. The unit introduces a range of competencies at the foundational level.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | | |
|--|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 - Reflective Practice Assignment - 20% | • | | • | | | • | • |
| 2 - Online Quiz(zes) - 40% | • | | | • | • | • | • |
| 3 - Group Work - 40% | | • | • | | • | • | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | | |
|---|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 - Communication | | • | | | | • | |
| 2 - Problem Solving | | | | | • | | |
| 3 - Critical Thinking | • | | • | | | | |
| 4 - Information Literacy | | | | | | | |
| 5 - Team Work | | | • | | | | |
| 6 - Information Technology Competence | | • | | | | | |
| 7 - Cross Cultural Competence | | • | | | | • | |
| 8 - Ethical practice | • | | | | | • | |
| 9 - Social Innovation | | | | | | | • |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | • | • | | |

Textbooks and Resources

Textbooks

MEDI11004

Supplementary

Aboriginal and Torres Strait Islander Peoples' Health & Wellbeing

(2019)

Authors: Brett Biles and Jessica Biles

Oxford University Press Australia & New Zealand

Melbourne , Victoria , Australia

ISBN: Paperback: 978-0-190-31144-5, eBook: 978-0-190-31145-2

Binding: eBook

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Supplementary

Culture, Diversity and Health in Australia: Towards Culturally Safe Health Care

(2021)

Authors: Tinashe Dune, Kim McLeod and Robyn Williams

Taylor & Francis Group

Milton Park , Oxon , England

ISBN: Paperback: 978-1-760-52738-9, eBook: 978-1-003-13855-6

Binding: eBook

Additional Textbook Information

Both books support the content in this unit and your future practice. They are both available online through the University library, although you may source and purchase your own for convenience.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Vancouver](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Linden Williams Unit Coordinator

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Schedule

Week 1 - 11 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| The health professional <ul style="list-style-type: none">• Attributes• Responsibilities• Codes of conduct• Ethical practice | <ul style="list-style-type: none">• Week 1 Study Guide• Other readings and activities as outlined in Moodle | <ul style="list-style-type: none">• 1 hour tutorial |

Week 2 - 18 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Developing as a Health Professional <ul style="list-style-type: none">• Reflective practice• Contribution to quality improvement• NSQHS standards• Introduction to clinical governance | <ul style="list-style-type: none">• Week 2 Study Guide• Chapter 7 from "Communications Toolkit" in the eReading List• Other readings and activities as outlined in Moodle | <ul style="list-style-type: none">• 1 hour tutorial |

Week 3 - 25 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|--|
| Professional and interprofessional relationships (1) <ul style="list-style-type: none">• Collaborative practice• Teamwork• Team roles | <ul style="list-style-type: none">• Week 3 Study Guide• Chapters 13 and 15 from "Communications Toolkit" in the eReading List• Other readings and activities as outlined in Moodle | <ul style="list-style-type: none">• 1 hour tutorial• Quiz 1 Due: Week 3 Wednesday (27 Jul 2022) 8:00 pm AEST |

Week 4 - 01 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|---|
| Professional and interprofessional relationships (2) <ul style="list-style-type: none">• Student group work• Collaborative and interprofessional learning• Giving and receiving feedback | <ul style="list-style-type: none">• Week 4 Study Guide• Chapters 13 and 15 from "Communications Toolkit" in the eReading List• Other readings and activities as outlined in Moodle | <ul style="list-style-type: none">• 1 hour tutorial• Reflection 1 Due: Week 4 Monday (1 Aug 2022) 5:00pm AEST |

Week 5 - 08 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Health and illness <ul style="list-style-type: none">• Conceptual understanding• Models of health and health care• Determinants of health and illness• Social determinants of health | <ul style="list-style-type: none">• Week 5 Study Guide• Parts of Chapters 1,2&3 of "Culture, Diversity and Health in Australia" from the eReading List (see Moodle)• Chapter 3 of "Aboriginal and Torres Strait Islander Peoples' Healthcare" from the eReading List• Other readings and activities as outlined in Moodle | <ul style="list-style-type: none">• 1 hour tutorial |

Break Week - 15 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 22 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Principles of cultural safety and cultural competence <ul style="list-style-type: none">• Recognition of own biases, assumptions and stereotypes• Self-determined decision making, partnership & collaboration | <ul style="list-style-type: none">• Week 6 Study Guide• Chapters 4&6 of "Culture, Diversity and Health in Australia" from the eReading List• Chapter 1 of "Aboriginal and Torres Strait Islander Peoples' Healthcare" from the eReading List• Other readings and activities as outlined in Moodle | <ul style="list-style-type: none">• 1 hour tutorial |

Week 7 - 29 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|---|---|--|
| <p>Health and access to health care for Aboriginal and Torres Strait Islander Peoples</p> <ul style="list-style-type: none"> • Cultural perspectives • Historical and political factors • Culturally safe care | <ul style="list-style-type: none"> • Week 7 Study Guide • Chapters 2&3 of "Aboriginal and Torres Strait Islander Peoples' Healthcare" from the eReading List • Chapter 7 of "Culture, Diversity and Health in Australia" from the eReading List • Other readings and activities as outlined in Moodle | <ul style="list-style-type: none"> • 1 hour tutorial |
| Week 8 - 05 Sep 2022 | | |
| <p>Module/Topic</p> <p>Diversity in Australia and culturally safe care (1)</p> <ul style="list-style-type: none"> • Culturally and linguistically diverse Australians • Religious diversity | <p>Chapter</p> <ul style="list-style-type: none"> • Week 8 Study Guide • Chapters 8&9 of "Culture, Diversity and Health in Australia" from the eReading List • Other readings and activities as outlined in Moodle | <p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • 1 hour tutorial • Quiz 2 Due: Week 8 Wednesday (7 Sep 2022) 8:00 pm AEST |
| Week 9 - 12 Sep 2022 | | |
| <p>Module/Topic</p> <p>Diversity in Australia and culturally safe care (2)</p> <ul style="list-style-type: none"> • Australians with disabilities • Diversity in age | <p>Chapter</p> <ul style="list-style-type: none"> • Week 9 Study Guide • Chapters 10&13 of "Culture, Diversity and Health in Australia" from the eReading List • Other readings and activities as outlined in Moodle | <p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • 1 hour tutorial |
| Week 10 - 19 Sep 2022 | | |
| <p>Module/Topic</p> <p>Diversity in Australia and culturally safe care (3)</p> <ul style="list-style-type: none"> • Gender and health • LGBTIQ+ Australians | <p>Chapter</p> <ul style="list-style-type: none"> • Week 10 Study Guide • Chapters 11&12 of "Culture, Diversity and Health in Australia" from the eReading List • Other readings and activities as outlined in Moodle | <p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • 1 hour tutorial |
| Week 11 - 26 Sep 2022 | | |
| <p>Module/Topic</p> <p>Fostering culturally safe learning and working environments</p> <ul style="list-style-type: none"> • Planning for positive change • Setting SMART goals | <p>Chapter</p> <ul style="list-style-type: none"> • Week 11 Study Guide • Other readings and activities as outlined in Moodle | <p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • 1 hour tutorial • Teamwork Group Submission Due: Week 11 Monday (26 Sep 2022) 5:00 pm AEST |
| Week 12 - 03 Oct 2022 | | |
| <p>Module/Topic</p> <p>Consolidation of knowledge and assessment completion</p> | <p>Chapter</p> | <p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • Teamwork Individual Submission Due: Week 12 Monday (3 Oct 2022) 5:00 pm AEST • Quiz 3 Due: Week 12 Wednesday (5 Oct 2022) 8:00 pm AEST |
| Week 13 - 10 Oct 2022 | | |
| <p>Module/Topic</p> | <p>Chapter</p> | <p>Events and Submissions/Topic</p> <ul style="list-style-type: none"> • Reflection 2 Due: Week 13 Monday (10 Oct 2022) 5:00pm AEST |

Term Specific Information

MEDI11004 is a 6-credit point unit, which means you should plan to spend about 10-12 hours per week studying the unit content. For each week, a suggested breakdown of your time would be:

- Reading of the weekly study guide and/or other prescribed readings: 4-5 hours
- Completing other learning activities in Moodle: 2 hours
- Developing your own study notes to meet the weekly learning goals: 2 hours
- Attending tutorials: 1 hour
- Work on assessment items: 2 hours

This will vary each week, depending on the stage of the unit and progress of assessment items.

Tutorials in this unit will be held both on-campus in Mackay and online via Zoom and support your understanding of the content and your work on assessment items. Your regular participation strongly supports your success in the unit. While online tutorials will be recorded, these recordings are not intended to replace your active participation in live sessions. To support your success in this unit: head to the Moodle site regularly, keep up-to-date with the weekly content, know your assessment requirements and be an active participant in your group work and tutorials.

This unit helps you develop the knowledge, skills and behaviours to deliver safe and high quality care in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards, specifically:

- **Clinical Governance** (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health)
- **Partnering with Consumers** (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- **Comprehensive Care** (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

Assessment Tasks

1 Critical Reflections

Assessment Type

Reflective Practice Assignment

Task Description

Reflection is a skill that enables you to consider an experience with the purpose of learning and growing from that experience. It is therefore a valuable skill for a health professional, and one that you will use throughout your studies and career. You will be asked to reflect regularly throughout this unit to support your learning. For this assessment, you will complete and submit two critical reflections:

- Reflection 1: Due Week 4 Monday (1 Aug 2022). You will reflect on an experience you have had in life where you felt different to the other people involved. This may be a recent experience or one from your childhood. It does not need to be health care or education related. The reflection must include the following key aspects of a reflective cycle:
 - Brief description of the experience
 - Analysis and discussion of the experience (exploring contributing factors of people's assumptions, biases and emotional responses, why those mattered and what consequences arose)
 - Action Plan (addressing what you can take from this experience and from thinking through it and applying this to your role as a student health care professional to improve the quality of care you would provide to patients)
- Reflection 2: Due Week 13 Monday (10 Oct 2022). You will look again at the Professional Attributes document provided in Moodle in Week 1 and reflect on one attribute that you have experienced significant growth or challenge in during this unit. The reflection must include the following key aspects of a reflective cycle:
 - The Professional Attribute you are reflecting on and a brief description of the learning experience that contributed to why you have selected it.
 - Analysis and discussion of your experiences related to your development of this attribute. You must address what changed in your understanding of being a professional health care worker, exploring contributing factors of your own assumptions, biases and emotional responses.

- Action Plan (addressing what you will now do with this new understanding). You will create a SMART goal for applying these changes to your role as a student health care professional.

Guidance will be provided for these tasks during the Week 2 and Week 11 tutorials.

Submission requirements:

- The reflections must use the reflection template provided on the Unit Moodle site.
- The recommended word count is 500-700 words for Reflection 1 and 700-1000 words for Reflection 2. (Any references and in-text citations are not included in the word count).
- Submit each reflection as a pdf file.

This assessment task activity helps to ensure that you have the knowledge and skills to provide safe and effective care and to be an effective member of the healthcare team in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards regarding:

- **Clinical Governance** (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health care)
- **Partnering with Consumers** (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- **Comprehensive Care** (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

Assessment Due Date

Reflection 1 is due Week 4 Monday (1 Aug 2022) 5:00pm AEST. Reflection 2 is due Week 13 Monday (10 Oct 2022) 5:00pm AEST.

Return Date to Students

2 weeks after each due date.

Weighting

20%

Assessment Criteria

- Completion of all aspects of a reflective cycle as included on the template provided in Moodle.
- Depth of exploration of the experience in the analysis.
- Relevance of analysis and action plan to the experience.
- Communication: clarity of expression, use of appropriate language and terminology.

Each reflection submission will be scored separately out of 10 marks. A scoring rubric will be provided on the unit Moodle site.

Referencing Style

- [Vancouver](#)

Submission

Online

Learning Outcomes Assessed

- Discuss attributes of professionalism and their application to both learning and clinical environments
- Reflect on your experiences, values, attitudes, assumptions and biases to enhance your own personal and professional development
- Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity
- Discuss the attributes, motivations, skills, roles and actions that underpin positive social change.

2 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

You will complete **three online quizzes** throughout term to demonstrate your understanding of content and ability to apply the concepts and use the terminology. All questions will be based on the posted weekly learning goals. The question types may include multiple choice, matching terms, fill-in-the-gap and written responses. Question tasks may require you to apply your knowledge of unit content to given scenarios.

- Quiz 1 will assess content from Weeks 1 & 2 (10 marks).
- Quiz 2 will assess content from Weeks 5 - 7 (15 marks).
- Quiz 3 will primarily assess content from Weeks 8 - 11, but may also require you to draw upon content and concepts from Weeks 5 - 7 (15 marks).

The number of marks for each question are allocated based on the depth and breadth of the required response and will be indicated on the quiz.

The online quizzes will be available from 8:00am AEST to 8pm AEST on the following dates:

- Quiz 1 - Wednesday Week 3, 27 July 2022. 30 minutes duration.
- Quiz 2 - Wednesday Week 8, 7 September 2022. 45 minutes duration.
- Quiz 3 - Wednesday Week 12, 5 October 2022. 45 minutes duration.

You must log on to Moodle during these time periods to complete the quiz. Once each quiz is started it will remain open for the specified duration (30 minutes for Quiz 1 and 45 minutes for Quizzes 2 & 3) or until the 8:00 pm AEST closing time, whichever comes first. You can only attempt each online quiz once and it must be completed in a single session. You cannot save your answers and return to the quiz at a later time.

Your quiz responses must be your own work. The rules of academic integrity still apply. Colluding with other students on non-group work is considered academic misconduct. You may not communicate with any other person during the quizzes (whether verbally, electronically or in writing) for any purpose relating to the quiz questions or your responses. You may not share the quiz content with any other person for any reason. Any identified cases of potential collusion will result in a breach of academic integrity case being raised. Just as for written assignments, you must also acknowledge intellectual content in your answers that is not your own work. Basic statements of facts are considered 'common knowledge' in the context of this unit so they do not need to be cited. However, if you copy any content word-for-word from ANY source, you must put that content in quotation marks and formally cite your source.

These online quizzes are open-book assessments. It means that during each quiz you may access your study notes, textbooks, the unit Moodle site and/or any website. However, the expectation is that you will be familiar with the unit content and concepts. You should not assume you will have time to look up the answer to every question.

It is your responsibility to log on to Moodle and complete the online quizzes during the time they are available. There is no opportunity to apply a late penalty. In the absence of an approved extension, you cannot complete these quizzes at a later time, and you will receive a mark of zero for the quiz if you have not completed it by the scheduled date and time. If you have an approved extension, you will be assigned a new quiz date and time as soon as possible after the original quiz date. It is your responsibility to ensure that you can attend at that new assigned date/time. Please see Section 5 of the University's Assessment Policy and Procedure for details regarding Assessment Management, specifically around assessment extension.

This assessment task activity helps to ensure that you have the knowledge and skills to provide safe and effective care and to be an effective member of the healthcare team in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards regarding:

- **Clinical Governance** (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health)
- **Partnering with Consumers** (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- **Comprehensive Care** (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

Number of Quizzes

3

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1 is due Week 3 Wednesday (27 Jul 2022), Quiz 2 is due Week 8 Wednesday (7 Sep 2022), Quiz 3 is due Week 12 Wednesday (5 Oct 2022). Each quiz is due by 8pm AEST on the stated day.

Return Date to Students

Feedback and marks for each quiz will be available 2 weeks after each quiz date.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Question responses will be scored on the following criteria:

- correct use of terminology
- correct selection and application of core concepts to the specific content of the question
- clarity, correctness, relevance and completeness of the response in addressing the question that was asked
- critical thinking

Referencing Style

- [Vancouver](#)

Submission

Online

Learning Outcomes Assessed

- Discuss attributes of professionalism and their application to both learning and clinical environments
- Demonstrate knowledge of Aboriginal and Torres Strait Islander history, culture, values and social practices
- Discuss the impacts of social determinants of health, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians
- Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity
- Discuss the attributes, motivations, skills, roles and actions that underpin positive social change.

3 Cultural Safety Teamwork Assessment

Assessment Type

Group Work

Task Description

In this activity you will explore both individually and as a group the concept of 'culture' in its many forms in Australia and appreciate the diverse experiences of individuals who are patients or clients within the healthcare system.

You will be part of a small team of students whose task is to develop an educational tool (e.g. webpage, video, narrated presentation, pamphlet) for health professional students about the impacts of culture on the experience of illness and/or of being the recipient of health care and how health practitioners can provide culturally safe and respectful practice.

Each member of your group will obtain one story of an individual's experience where their culture impacted access to health care or quality of health care and how that could have been improved. Your group will review the collected stories, discuss the significance and consequences of the interviewees experiences, summarise the suggestions of the interviewees and use those to make recommendations to health practitioners, taking into account your learning in this unit. Your group will then format the content into an educational tool.

A significant part of this assessment process is the development and performance of your group. The group process will involve:

- Prior to the first meeting, you will complete an inventory of your skills and strengths related to groupwork.
- Towards the end of Week 4 you will be assigned to your group. You will make contact with your group and arrange your first group meeting.
- Your group will need to have its first meeting by about Week 5, then plan for multiple additional meetings through the term to complete the project. In your group's initial meeting you will share your skills inventories and create a group charter of expectations and responsibilities that you all agree to abide by.
- Subsequent meetings will support project planning, sharing of materials and production of the educational tool.
- To support clear communication and effective planning, your group will use a structured process to document your meetings and meeting-related activities. These documents provide evidence of the effectiveness of the group's operation and of the engagement and contributions of each member.
- Your team meetings will be online, as your group members may be located across the country.
- In your final meeting (about Week 10) your group will evaluate its effectiveness through a group reflection report.

Effective groupwork requires honest and respectful communication. At multiple points during the project, you will provide feedback to other members of your group regarding their performance. The Self and Peer Assessment (SPA) is an online tool you will use to score your team mates and provide anonymous feedback. You will also provide non-

anonymised written feedback. The periodic feedback enables each member to modify their actions where needed to improve their contribution to the group's effectiveness. You will reflect on your performance through a self-assessment and response to feedback you have received.

Further details on each aspect of this assessment task will be provided on the unit Moodle site.

This assessment task is out of 40 marks. There are 2 parts to the assessment submission: an individual component (10 marks) and the group submission (30 marks total) which includes the educational tool (15 marks) and the teamwork evaluation (15 marks).

Using the template provided in Moodle, your **Individual Submission** will include the following:

- Individual groupwork skills inventory
- Summary of your interviewee's story
- Feedback you gave to others
- Your reflection on your performance

The **Group Educational Tool** can be of any format (e.g. webpage, video, narrated presentation, pamphlet) and will need to include the following:

- Summary of the key themes/findings from individual interviews
- Brief discussion of the significance and consequences of these findings
- As a result of the findings, recommendations for student health care practitioners for providing culturally safe care, taking into account your learning in this unit

Using the template provided in Moodle, the **Group Teamwork Evaluation** will include:

- Group charter
- Records of meetings
- Group reflection on performance

Group members are expected to contribute equitably to the group's progress throughout the term. If your SPA peer feedback score is below 50%, indicating ineffective contribution, you will receive only 50% of the group submission score. If your SPA peer feedback score is 0% due to complete non-participation, you will receive no marks from the group submission score.

This assessment task activity helps to ensure that you have the knowledge and skills to provide safe and effective care and to be an effective member of the healthcare team in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards regarding:

- **Clinical Governance** (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health)
- **Partnering with Consumers** (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- **Comprehensive Care** (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

Assessment Due Date

The Group Educational Tool and Group Evaluation are due Week 11 Monday (26 Sep 2022) 5:00pm AEST. The Individual Submission is due Week 12 Monday (3 Oct 2022) 5:00pm AEST.

Return Date to Students

2 weeks after submission due dates.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The Individual Submission is assessed on:

- completeness of each required component relative to posted instructions
- evidence of maintaining the privacy and dignity of your interviewee
- provision of feedback to peers that is relevant, objective and respectful

- use of feedback and self-assessment to reflect on your own performance

The Group's Educational Tool is assessed on:

- completeness of each component relative to the posted instructions
- clear and professional communication of concepts and points
- use of unit learning resources and interviewees' stories
- demonstration of understanding of the impacts of an individual's culture on their experience and on the core aspects of providing culturally safe care

The Group's Teamwork Evaluation is assessed on:

- evidence of effective team operation
- completeness and clarity of records of meetings and group plans
- ability of group to evaluate their performance

Referencing Style

- [Vancouver](#)

Submission

Online Group

Learning Outcomes Assessed

- Demonstrate understanding of interprofessional relationships through respectful interaction, collaboration and teamwork
- Reflect on your experiences, values, attitudes, assumptions and biases to enhance your own personal and professional development
- Discuss the impacts of social determinants of health, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians
- Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity

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