



NURS11162 *Inclusive Practice for Nursing*

Term 2 - 2017

Profile information current as at 19/05/2024 05:20 pm

All details in this unit profile for NURS11162 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 will enable you to explore concepts of equity and diversity in relation to inclusive practice and its relevance in the delivery of health care. You will be asked to review dimensions of culturally responsive health care including health literacy and cultural competence in order to improve work practice. You will be introduced to the historical and contemporary influences that affect poorer health outcomes for Indigenous Australians and vulnerable, disadvantaged and stigmatised population groups.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites (NURS11157 Lifespan Approach to Health and Well-Being or NURS11153 Health and Behaviour) and (NURS11158 Evidence Informed Nursing Practice or NHLT12001 Evidence Informed Practice)

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 - 2017

- Bundaberg
- Distance
- Rockhampton

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. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

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 Unit evaluation - student feedback

Feedback

Assessment instructions require more clarity

Recommendation

The Academic Learning Centre to embed a sub-Moodle site in NURS11162 that offers resources and workshops to guide students in their assessment tasks

Feedback from Queensland Health Diversity and Inclusion Policy G2 (QH-POL-132), Nov 2016 Co-coordinator's feedback

Feedback

Change in terminology of the overview of the unit profile to reflect current trends (QH Diversity & Inclusion Policy)

Recommendation

Change: "This unit will enable you to explore concepts of equity and diversity in relation to inclusive practice and its relevance in the delivery of health care. You will be asked to review dimensions of culturally responsive health care including health literacy and cultural competence in order to improve work practice. You will be introduced to the historical and contemporary influences that affect poorer health outcomes for Indigenous Australians and vulnerable, disadvantaged and stigmatised population groups." To: "This unit will enable you to explore concepts of diversity and inclusion and their relevance in the delivery of health care. You will be asked to review dimensions of culturally responsive health care including health literacy, cultural sensitivity, and cultural competence in order to improve work practice. You will be introduced to the historical and contemporary influences that affect poorer health outcomes for Aboriginal and Torres Strait Islander people, as well as consider the barriers to health care experienced by members of our multicultural society and other diverse population groups in the Australian context"

Feedback from Unit evaluation - student feedback Co-coordinator's feedback

Feedback

Positive student and peer comments on unit content, resources, and structure

Recommendation

Continue with current content and structure, and update resources as necessary to reflect current trends

Unit Learning Outcomes

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

1. Examine concepts of equity and diversity in relation to inclusive practice
2. Explore the dimensions of culturally responsive health care including health literacy and communication, as related to nursing practice
3. Evaluate the impact of health policy on health outcomes of vulnerable, disadvantaged and stigmatised population groups
4. Compare the historical and contemporary influences on the health outcomes of Indigenous Australians to other Australian cultural groups.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•	•	•
2 - Written Assessment - 50%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•			•	•		
2 - Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

NURS11162

Prescribed

Yatdjuligin: Aboriginal and Torres Strait Islander Nursing & Midwifery Care
(2014)

Authors: Best, O & Fredericks, B

Cambridge University Press

Port Melbourne, Vic, Australia

ISBN: 9781107625303

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Virginia Howie Unit Coordinator

v.howie@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Personal, Cultural & Professional Values In this module, you will be asked to reflect on your own values and how this may impact on your perceptions of others from a different cultural background		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Capabilities & Cultural Safety This week, we look at the meaning of ethnocentrism and its relationship to racism, prejudice and discrimination. We then look at cultural safety, cultural capabilities, and learn how to manage our prejudices.		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Equity in Health Care The situational, psychological and social determinants of health have a profound impact on our health. As health professionals, our goal is to improve the health of all people, irrespective of their background, culture or beliefs		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Australians' History, Culture & Health This module seeks to explore the historical influences and sociological rather than biomedical explanations of ill-health for Aboriginal and Torres Strait Islander people. We will look at how engagement in policies is helping to close the gap.		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiculturalism and Health In this module we will be focusing our discussions on the health needs of overseas born people. We will examine the barriers faced in accessing appropriate health care for those arriving through planned migration as well as those seeking asylum and those who are refugees.		

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Health Practices & Beliefs It is important that we understand perceptions of health in different parts of the world, as faith and culture may influence the health behaviour of people in your care. This module examines the ways in which cultural background can affect an individual's understanding of health and addresses ways in which we might approach some culturally sensitive issues related to cultural health practices & beliefs		Written Assessment 1 Due: Week 6 Monday (21 Aug 2017) 11:45 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Equity & Diversity in the Workplace Australia is known as a multicultural nation and this is also reflected in the workplace. In this module we will be exploring what it means to work in a diverse workplace. You will be asked to recognise and value our differences in a variety of dimensions		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disability In this module you will be asked to step outside your own world and explore the meaning of what it is like to be a person with a disability.		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disadvantage, Vulnerability, & Stigma This week we look at a number of sub-groups within the community who have complex and unique health care needs when accessing and providing health services.		

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Health Literacy This module looks at the importance of health literacy in empowering people to use information to stay healthy. We look at health literacy from global, national, community and an individual's perspectives.		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Health Policy & Reform: Towards an Inclusive Practice In this final module you will be asked to examine historical and contemporary health policy and the role of reform in meeting the equitable health needs of all Australians		

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review Key Issues in Inclusive Practice This module will review the key concepts of inclusive practice		Written Assessment 2 Due: Week 12 Wednesday (4 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks**1 Written Assessment 1****Assessment Type**

Written Assessment

Task Description**Assessment Aim**

The aim of your assignment is to write an essay on *culturally responsive care* in the Australian health care context using

academically credible literature to support your discussion. The overall purpose of your assignment is to explore how cultural views and values play out in different ethno-religious minority groups. Cultural factors influence behaviour, beliefs, worldviews and values, all of which require careful consideration in the delivery of health care. Inattention to individuals' health practices and beliefs by health care professionals can lead to poorer health outcomes for patients from culturally diverse backgrounds.

In forming your response, consideration must be given to the three following criteria in providing culturally safe, holistic and inclusive care to someone experiencing pain in end-of-life care:

1. Behaviours in response to pain from a cultural and spiritual perspective
2. Cultural family roles and communication
3. Cultural end-of-life care

The following case scenario describes a situation in which nurses may find themselves whilst going about their regular nursing practice. The purpose of this scenario is to integrate nursing research and theory with the knowledge gained from the unit resource material (Modules 1-6 of NURS11162). In order to complete the task, you are required to engage in the unit material and tutorials from Modules 1-6 where a number of resources are offered that will support your response to this assessment task. Reflecting the real-world challenges and pressures of practice, these case scenarios about cultural practices and beliefs concerning pain in a palliative care situation offers insight into the realities of today's profession and is designed to help you sharpen your critical thinking skills.

Case scenario: Indigenous Australian person

Jessie is a 64-year-old part-Aboriginal lady, who was brought into hospital by her daughter who was concerned about her welfare. Jessie had been using traditional medicines for pain in her left breast, which she had been experiencing for some months. Following admission to hospital and numerous diagnostic tests, it was revealed that Jessie had advanced stage breast cancer for which there was no cure. The medical team advised Jessie that her situation was palliative and that the main aim of medical care now was to manage her pain.

In carrying out a full nursing assessment, the registered nurse found that Jessie was aware of a breast lump one year ago, but was reluctant to seek medical advice because she had been part of the stolen generation, and had little trust of the biomedical model of healthcare. The traditional herbal medicines were initially effective, but were currently not keeping the pain in check. As Jessie's nurse, you are aware of several cultural issues facing Jessie in her current situation, and adopt a number of strategies to provide a culturally safe approach to care.

Task Description

As part of your response, you are to **compare and contrast** the similarities and differences in **pain behaviour, family support and communication**, and **end-of-life care** for a person of Australian Indigenous background with a person from a Culturally and Linguistically Diverse (CALD) background. You may want to identify the person from the Indigenous background as either an Aboriginal or a Torres Strait Islander person, if preferred.

In order to carry out the task of comparing and contrasting between two cultural groups, students must choose **ONE** of two case scenarios about people from another ethno-religious minority group in the CALD community, as follows:

Case Scenario 1: Chinese migrant with cultural practice belief system

Mrs. Wu is of Han Chinese decent and immigrated to Australia with her husband in 2007 to escape political oppression in China. Mrs. Wu is very shy and has little command of the English language, conversing with her husband in Mandarin and deferring to him when communicating with health professionals. Mrs. Wu was diagnosed with terminal stomach cancer 2 weeks ago and now believes that an imbalance of *Yin* and *Yang* in her body is the cause of her illness. Nursing staff are perplexed that Mrs. Wu is always smiling and never seems to complain of pain. However, both Mrs. Wu and her husband are grateful to the medical team for giving them a clear diagnosis and treatment options. They ask that Mrs. Wu be allowed to take traditional Chinese herbs as part of her medical management.

Case Scenario 2: Syrian refugee of Islamic faith

Raghda Shaladi arrived in Australia with her husband as a Syrian refugee eighteen months ago and speaks little English. During the immigration health checks required of all refugees entering Australia, Raghda omitted to inform doctors of recent cluster headaches that she was experiencing for fear of being rejected visa entry to Australia. However, a week ago, Raghda experienced left-sided weakness, blindness in the left eye, and on admission to hospital for a series of tests, it was found that Raghda had brain cancer that was incurable. Her husband has better command of English and is the main communicator between nursing staff and Raghda. In keeping with her Islamic faith, Raghda was patiently enduring migraine-type pain and did not want any strong analgesic medication that was addictive, altered her state of consciousness or that contained alcohol, which was contrary to Islamic law. Instead, Raghda chose to use cupping, as a traditional Middle East approach to treating headaches and migraine, which was not entirely effective in relieving her pain. Raghda has been receiving many visitors from the Syrian refugee community, often out of hours.

Note: Further details of the *Instructions to Students* will be made available in Moodle, together with the marking criteria sheet for Assessment 2.

Assessment Due Date

Week 6 Monday (21 Aug 2017) 11:45 pm AEST

Return Date to Students

Week 10 Wednesday (20 Sept 2017)

Students will receive feedback in sufficient time to incorporate any feedback prior to submission of Assessment Task 2.

Weighting

50%

Assessment Criteria**Assessment Criteria**

The assessment criteria and associated performance standards for Assessment Item 1 is available on the NURS11162 Moodle site in the Assessment block. These assessment criteria will be used to evaluate your assignment. It is important you refer to this table when preparing your assignment.

Your assignment will be evaluated on the following criteria:

- Structure (20%)
- Approach and argument (60%)
- Referencing (20%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
- Explore the dimensions of culturally responsive health care including health literacy and communication, as related to nursing practice
- Evaluate the impact of health policy on health outcomes of vulnerable, disadvantaged and stigmatised population groups
- Compare the historical and contemporary influences on the health outcomes of Indigenous Australians to other Australian cultural groups.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Written Assessment 2

Assessment Type

Written Assessment

Task Description**Assessment Aim**

The aim of your assignment is to write a report that demonstrates your understanding of the difficulties faced by people from misunderstood and marginalised groups in participating equitably in the Australian community. The overall purpose of your assignment is to examine the concept of social inclusion for persons who identify as belonging to groups who are vulnerable, disadvantaged or stigmatised, and explore ways in which governments promote social inclusion in the community.

The purpose of this report is to integrate nursing research and theory with the knowledge gained from the unit resource material (Modules 7-11 of NURS11162). In order to complete the task, you are required to engage in the unit material and tutorials from Modules 7-11, where a number of resources are offered that will support your response to this assessment task.

Task Description

In order to complete the task, you must report on two marginalised groups in society, both chosen from the list below. As part of your report, you must address the following three criteria using academically credible literature to support your discussion for each of your chosen groups:

1. The effects of social stigma on health, including historical aspects
2. Social inclusion and human rights

3. Critically evaluate a Government policy that promotes social inclusion in the community
In forming your response, you must choose **only two** of the following marginalised groups:

- Wheelchair users
- Transgender
- Vision impaired
- Homelessness
- Down Syndrome
- Ice users

Writing the Report

- Your report should conform to the report writing guidelines as set out in CQUniversity ALC “General settings for a report” document. Further details are available in the ALC NURS11162 sub-Moodle site.
- **Note:** The following elements of the report are **not** required for this assessment task: letter of transmittal, tables and figures, acknowledgements, and appendices.

Note: Further details of the *Instructions to Students* will be made available in Moodle, together with the marking criteria sheet for Assessment 2.

Assessment Due Date

Week 12 Wednesday (4 Oct 2017) 11:45 pm AEST

Return Date to Students

Certification of Grades date as per School of Nursing & Midwifery guidelines

Weighting

50%

Assessment Criteria

Assessment Criteria

The assessment criteria and associated performance standards for Assessment Item 2 is available on the unit Moodle site in the Assessment block. These assessment criteria will be used to evaluate your assignment. It is important you refer to this table when preparing your assignment.

Your assignment will be evaluated on the following criteria:

- Structure (20%)
- Approach and argument (60%)
- Referencing (20%)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
- Explore the dimensions of culturally responsive health care including health literacy and communication, as related to nursing practice
- Evaluate the impact of health policy on health outcomes of vulnerable, disadvantaged and stigmatised population groups
- Compare the historical and contemporary influences on the health outcomes of Indigenous Australians to other Australian cultural groups.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

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