



NURS11162 *Inclusive Practice for Nursing*

Term 3 - 2017

Profile information current as at 19/05/2024 06:09 am

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 3 - 2017

- Distance

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 further clarity

Recommendation

Ensure Assessment Task description is simplified in instruction. Continue ALC support specific to NURS11162 with strong lecturer input. Ensure ALC resources are available early in the term. Contact at risk students regularly throughout term to monitor progress, encourage engagement, and offer guidance if required. Consider embedding assessment items into unit modules to encourage student engagement

Feedback from Unit evaluation - student feedback

Feedback

Assessment feedback requires work

Recommendation

Educate students on the importance of accessing their feedback and give clear instructions on how to access feedback through Feedback Studio.

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

Additional Textbook Information

****Note:** As part of a small CQUniversity etextbook pilot project being conducted in Term 3, an electronic copy of the prescribed textbook will be provided through the unit's Moodle at no cost to enrolled students. More details are available on the unit's Moodle site** If preferred, you can still purchase a paper copy from the CQUni Bookshop here:

<http://bookshop.cqu.edu.au/>

[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

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Schedule

Week 1 - 06 Nov 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 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 20 Nov 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 - 27 Nov 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.		

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 11 Dec 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.		

Week 6 - 18 Dec 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		<p>Submit Assessment 1: Wednesday 20 Dec., 12mn</p> <p>Written Assessment 1 Due: Week 6 Wednesday (20 Dec 2017) 11:55 pm AEST</p>

Week 7 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 08 Jan 2018

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 - 15 Jan 2018

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 - 22 Jan 2018

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 - 29 Jan 2018

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 - 05 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review Key Issues in Inclusive Practice This module will review the key concepts of inclusive practice		Submit Assessment 2: Wednesday 7 Feb., 12mn Written Assessment 2 Due: Week 12 Wednesday (7 Feb 2018) 11:55 pm AEST

Review/Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment 1

Assessment Type

Written Assessment

Task Description

Assessment aims

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 purpose of your assignment is to explore the barriers to accessing health care for two culturally diverse but distinct groups in Australia, then relate the Cultural Safety Model Framework to improving access to health care for all people from culturally diverse population groups.

The general purpose of this assignment is to integrate research and theory with the knowledge gained from the unit resource material (Modules 1-6 of NURS11162), and is designed to help sharpen your critical thinking skills. In order to complete the task, you are required to engage in the unit material (lectures, tutorials, and readings) from Modules 1-6 where a number of resources are offered that will support your responses to this assessment task.

Task description

In forming your response, you are to address the following three criteria:

1. Barriers to accessing health care for Australia's Indigenous people from both historical and contemporary aspects
2. Barriers to accessing health care for people from Culturally and Linguistically Diverse (CALD) backgrounds
3. Apply the Cultural Safety Model to suggests ways of improving access to health care for both groups as a whole

In order to successfully complete the requirements of this assessment, students will need to actively engage in the resources offered by Academic Learning Centre (ALC) available in the sub-Moodle site associated with NURS11162. Guidance on the academic approach, and how to scaffold this assignment is offered by the ALC via multiple media resources, including optional weekly tutorial sessions. A link to the ALC resources can be found in the *Important News* section on the front page of the NURS11162 Moodle homepage.

Note: Further details of the *Instructions to Students* will be made available in Moodle, together with the marking criteria sheet for Assessment 1.

Assessment Due Date

Week 6 Wednesday (20 Dec 2017) 11:55 pm AEST

Return Date to Students

Week 10 Wednesday (24 Jan 2018)

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 and design (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** on *health literacy* for two marginalised population groups in society. Health professionals are in a strong position to improve health literacy for a number of population groups in the community. However, stigmatisation by health professionals has the potential to effect poor health literacy. The overall purpose of your assignment is to describe the challenges of delivering health information for stigmatised and marginalised groups in Australian society who are at risk of low levels of health literacy; and briefly discuss ways in which governments promote health literacy in the community; as well as outline strategies for appropriate delivery of health information to such groups.

The general purpose of this assignment is to integrate nursing research and theory with the knowledge gained from the unit resource material (Modules 7-11 of NURS11162), and is designed to help sharpen your critical thinking skills. 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 responses to this assessment task.

Task description

For your report, you are to choose one marginalised group from Module 8 and one marginalised group from Module 9 (**total = 2 groups**) from the list below:

- Vision impaired person
- Person with intellectual disability
- Person who is homeless
- Illicit drug users
- Person who is a conscientious objector to immunisation

You must then address the following three criteria:

1. Discuss the challenges of health literacy for each of the two chosen groups

Next,

2. Explain the potential effects of stigmatisation by health professionals on health literacy for marginalised groups
3. Explain the way government promotes health literacy in the community

You must also provide **at least one recommendation** to improve health literacy specific to each of your chosen groups. Your recommendations will form the latter part of your conclusion

There is an expectation that you will demonstrate critical thinking skills in your responses, as taught through the ALC tutorials associated with this unit.

In order to successfully complete the requirements of this assessment, students will need to actively engage in the resources offered by Academic Learning Centre (ALC) available in the sub-Moodle site associated with NURS11162. Guidance on the academic approach, and how to scaffold

this assignment is offered by the ALC via multiple media resources, including optional weekly tutorial sessions. A link to the ALC resources can be found in the *Important News* section on the front page of the NURS11162 Moodle homepage.

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 (7 Feb 2018) 11:55 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 and design (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