



NURS11162 *Inclusive Practice for Nursing*

Term 2 - 2018

Profile information current as at 07/05/2024 06:17 am

All details in this unit profile for NURS11162 have been officially approved by CQUUniversity 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 - 2018

- 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 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



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

Edition: 2nd Revised (2017)

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

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Schedule

Week 1. Personal, cultural and professional values - 09 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

In this first module, you will be asked to reflect on your own values stemming from your upbringing and how this may impact on your perceptions of others of a different cultural background

Week 2. Cultural capabilities and cultural safety - 16 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

This week, the main focus is on *Cultural Safety*. In order to understand the meaning of cultural safety, you will first need to know the meaning of ethnocentrism and its relationship to racism, white privilege, discrimination and prejudice.

Week 3. Equity in health care - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
The situational, psychological and social determinants of health can 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. Indigenous Australians' history, culture and health - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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 towards closing the gap		

Week 5. Multiculturalism and health - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
In this module, we focus our discussions on the health care needs of overseas-born people arriving through both planned and forced migration. We also examine cultural health practices & beliefs and how these might influence an individual's preferences in health care.		

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6. Equity and diversity in the workplace - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australia is known as a multicultural nation and this is also reflected in the workplace. In this module, we explore what it means to work in a diverse workplace. You will be asked to recognise and value our differences in a variety of dimensions		Assessment Task 1 Due: Week 6 Wednesday (22 Aug 2018) 12:00 am AEST

Week 7. Disability groups - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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 8. Intellectual disability - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

People with intellectual disability are a diverse group with complex health care needs, and are known to have poorer health outcomes than the general population. This week we look at ways to improve health outcomes for this vulnerable population group.

Week 9. Marginalised and stigmatised groups in society - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we look at a number of sub-groups within the community who have complex and unique health care needs when accessing healthcare services		

Week 10. Health literacy - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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 individuals' perspectives; its challenges; as well as a quality and safety issue		

Week 11. Health policy and reform - towards an inclusive practice - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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. Review key issues of inclusive practice - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
This summary module will review key issues of inclusive practice		Assessment Task 2 Due: Week 12 Monday (1 Oct 2018) 12:00 am AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment Task 1

Assessment Type

Written Assessment

Task Description

Assessment aims

The aim of your assignment is to **write an academic essay** on *workplace diversity* in the nursing workforce with a focus on ethno-religious cultural groups. The nursing workforce in Australia is increasingly demographically diverse, accelerated through international recruitment and migration (Bonner & O'Brien, 2013). Importantly, it is essential for nurses to understand the legal and ethical obligations of responding to workplace diversity and inclusion to improve staff retention and turnover that are consequences of poor attitudes and practices towards colleagues from diverse cultural backgrounds.

The 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 develop 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 response to this assessment task.

Task description

In forming your response, you are to relate your discussion to the Australian healthcare context using academically credible literature to support your discussion and address the following three criteria:

1. Discuss the difficulties encountered in a culturally diverse workforce
2. Discuss the role of the nurse in responding to cultural diversity and inclusion in the workplace
3. Discuss the role of government policy in promoting the benefits of workforce diversity

As the assessment task concerns the Australian healthcare context, make sure you include the Indigenous Australian nursing workforce in your discussion with consideration for historical and contemporary influences.

Assessment Due Date

Week 6 Wednesday (22 Aug 2018) 12:00 am AEST

Return Date to Students

Week 10 Wednesday (19 Sept 2018)

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

Weighting

50%

Assessment Criteria

The assessment criteria and associated performance standards for Assessment Item 1 is available on the course 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

Submission Instructions

Submit via Turnitin in NURS11162 Moodle platform

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 Assessment Task 2

Assessment Type

Written Assessment

Task Description

Assessment aim

The aim of this assignment is to **write and academic essay** on *caring for marginalised groups in society*, based on the authentic scenario below. In order to meet this aim, you are to engage in the weekly unit material and tutorials from Modules 7-11, where a number of resources are offered that will support your response to this assessment task. The general purpose of this assignment is to integrate research and theory into your response and is designed to help develop your critical thinking skills.

Task description

Read the following scenario and address the three criteria that follow using academically credible literature to support your discussion.

Scenario

There has been a mass shooting in a shopping centre nearby and all casualties have been brought to the Emergency Department (ED) of the hospital in which you work. All victim's injuries are not life-threatening and discharge is expected following medical treatment in ED. Each patient requires discharge information, requiring consideration for their individualised needs. The alleged shooter is in a serious but stable condition and your team is assigned to his care.

Among the patient casualties are:

- a man who is homeless
- an adult with mild intellectual disability
- a teenage illicit drug user

Choose one of the population groups from the list above and address the two following criteria:

1. Discuss the effect of stigmatisation by health care staff on your chosen patient group and the relevant nursing strategies that will help to promote positive hospital experiences for this group
2. Discuss the challenges of health literacy for your patient group when offering discharge information and identify nursing strategies that will help promote health literacy

Then address the third criteria:

3. Explain the concept of moral judgment by health care professionals when treating the alleged offender in this scenario.

Assessment Due Date

Week 12 Monday (1 Oct 2018) 12:00 am AEST

Return Date to Students

Certification of Grades date as per School of Nursing , Midwifery & Social Sciences guidelines - Friday 2 November

Weighting

50%

Assessment Criteria

The assessment criteria and associated performance standards for Assessment Item 2 is available on the course 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

Submission Instructions

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Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
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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