



NURS11162 *Inclusive Practice for Nursing*

Term 3 - 2018

Profile information current as at 17/05/2024 04:20 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 3 - 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

Feedback

Prescribed textbook only used in first part of term

Recommendation

Textbook Best & Fredericks (2017). Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery care (2nd ed.) to be listed as a Supplementary textbook. Students are advised that this textbook will also be useful throughout their entire studies.

Feedback from Unit evaluation

Feedback

Improve location of ZOOM tutorial recordings

Recommendation

Include ZOOM tutorial recordings in weekly module tabs for ease of access

Feedback from Unit evaluation, peer feedback

Feedback

Positive comments on the wide variety of unit resources and the positive effect that content had on lifelong learning

Recommendation

Continue to embed wide-ranging resources that appeal to different learning styles and promote strong student engagement.

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%	•	•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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

Supplementary

Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery care

Edition: 2nd (2017)

Authors: Odette Best & Bronwyn Fredericks

Cambridge

Port Melbourne , Victoria , Australia

ISBN: 9781316642177

Binding: Paperback

Additional Textbook Information

This textbook will serve students well throughout their entire BN course as well as for lifelong learning and is a keeper.

[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

Kirsty Leo Unit Coordinator

k.leo@cqu.edu.au

Susan Rockloff Unit Coordinator

s.rockloff@cqu.edu.au

Schedule

Week 1. Personal, cultural and professional values - 05 Nov 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. Culturally responsive care - 12 Nov 2018

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

This week, we introduce you to the concept of *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 - 19 Nov 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. First Nations peoples' history, culture & health - 26 Nov 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		

Vacation Week - 03 Dec 2018

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

Week 5. Multiculturalism and health - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
In this module, we focus our discussions on the healthcare 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.		

Week 6. Equity & Diversity in the workplace - 17 Dec 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		Culturally responsive care Due: Week 6 Wednesday (19 Dec 2018) 12:00 am AEST

Week 7. Disability groups - 31 Dec 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 - 07 Jan 2019

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 - 14 Jan 2019

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 healthcare needs when accessing healthcare services		

Week 10. Health literacy - 21 Jan 2019

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 & reform: Toward an inclusive practice - 28 Jan 2019

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 in inclusive practice - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
This summary module will review key issues of inclusive practice for nursing		Equitable health care for marginalised and stigmatised groups Due: Week 12 Monday (4 Feb 2019) 12:00 am AEST

Exam Week - 11 Feb 2019

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

Assessment Tasks

1 Culturally responsive care

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.

In order to meet this aim, you are to engage in the weekly unit material and tutorials from Modules 1-6, 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

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

1. Identify one social, political or economic historical event for First Nation Australians and discuss the influence that this has had on the health outcomes for First Nation's people who live in today's society.
2. Identify a topic reported in the Australian media that negatively portrays a minority migrant group and discuss the effect this has on the health and wellbeing for that particular population group in Australia. The media report must have occurred within the last 12 months.
3. Using Ramsden's Cultural Safety Model (1991) framework, discuss the role and responsibilities of the nurse in the delivery of patient care for people from an ethnic minority group in Australia.

Instructions to Students

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, including weekly tutorial sessions.

You are to use headings and therefore a contents page for this assignment. Headings serve as a guide in first-year academic writing. This will also give you practice in how to format a contents page. The ALC will guide you in this. When addressing the assignment topic, you will need to use contemporary literature (<5 years) to support your discussion. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. References sourced from the world-wide-web must be from reputable websites such as from government, university, or peak national bodies, for example, the Australian College of Nursing. A minimum of seven up-to-date references, including two journal articles as well as relevant books and websites are to be used.

A 2000-word limit has been set for this assignment. A 10% leeway on either side of the word limit is accepted. Word count is measured from the first word of the introduction to the last word of the conclusion and includes in-text referencing. Not included in the word count are the title page, contents page and reference list.

To help scaffold your assessment you should allow approximately 10% (200 words) each for the introduction and conclusion and approximately 530-550 words for each of the three criteria listed in the *Task Description* above.

- Write in the third person language
- Use double-line spacing and Arial 11-point font throughout
- Include a title page with student name, student number, unit code, unit name, term date and year, names of unit coordinators, name of assignment, due date for submission, and actual word count.
- Include a reference list correctly formatted to APA referencing style
- Include a header with the page numbers and a footer with your student name and student number in the same font style as the body of your assignment
- Submit your Assessment Task 1 by the due date
- Submit via Moodle
- **Upload with the file named in the following format: Surname_ First name_ Student number_ A1**

Assessment Due Date

Week 6 Wednesday (19 Dec 2018) 12:00 am AEST

Return Date to Students

Week 10 Wednesday (23 Jan 2019)

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 table 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 Equitable health care for marginalised and stigmatised groups

Assessment Type

Written Assessment

Task Description

Assessment aim

The aim of this assignment is to **write a commentary paper** on *equitable health care for marginalised and stigmatised groups*. The paper should be suitable for publication in the Australian College of Nursing (ACN)'s quarterly magazine called the 'Hive'. 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

The following scenario is designed to put this hypothetical exercise into context. Queensland experiences environmental disasters (e.g., floods and cyclones) resulting in many presentations to healthcare services for a variety of reasons. As a nurse in a local Queensland hospital following a cyclone in your area, you became concerned about healthcare professional attitudes towards some of the patients who appeared to be treated less favourably than others because of their background. You want to raise these concerns with a higher authority and decide to write to the editor of Hive magazine to appeal to the wider nursing community.

You are to select **two** of the marginalised and stigmatised groups in society from the list below. As part of your commentary paper you must address the following three criteria using academically credible literature to support your discussion. **Your response must include at least one government policy to support your discussion.** For your two chosen groups:

1. Discuss inequitable health care as a human rights issue.
2. Discuss how stigmatisation by healthcare professionals can impact on poorer health outcomes, including effects on health literacy.
3. Discuss inclusive practices as a nursing responsibility in promoting equitable healthcare.

Choose **two** marginalised groups from the following list:

- People with intellectual disability
- People who are homeless
- People who use illicit drugs
- People identifying as LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer & Questioning)

Instructions to Students

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, including weekly tutorial sessions.

You are to use headings and therefore a contents page for this assignment. Headings serve as a guide in first-year academic writing. This will also give you practice in how to format a contents page. The ALC will guide you in this. When addressing the assignment topic, you will need to use contemporary literature (<5 years) to support your discussion. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. References sourced from the world-wide-web must be from reputable websites such as from government, university, or peak national bodies, for example, the Australian College of Nursing. A minimum of seven up-to-date references, including two journal articles as well as relevant books and websites are to be used.

A 2000-word limit has been set for this assignment. A 10% leeway on either side of the word limit is accepted. Word count will be measured from the first word of the introduction to the last word of the conclusion and includes in-text referencing. Not included in the word count are the title page, contents page and reference list.

To help scaffold your assessment you should allow approximately 10% (200 words) each for the introduction and conclusion and approximately 530-550 words for each of the three criteria listed in the *Task Description* above.

- Write in third person language
- Use double-line spacing and Arial 11-point font throughout
- Include a title page with student name, student number, unit code, unit name, term date and year, names of unit coordinators, name of assignment, due date for submission, and actual word count
- Include a contents page with headings that match the headings in your essay
- Include a reference list correctly formatted to APA referencing style
- Include a header with the page numbers and a footer with your student name and student number in the same font style as the body of your assignment
- Submit your Assessment Task 2 by the due date
- Submit via Moodle
- **Upload the file named in the following format: Surname_ First name_ Student number_ A2**

Assessment Due Date

Week 12 Monday (4 Feb 2019) 12:00 am AEST

Return Date to Students

Results available on Certification of grades date Friday 1 March 2019

Weighting

50%

Assessment Criteria

The assessment criteria table 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

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

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