NURS11162 *Inclusive Practice for Nursing*
Term 3 - 2019

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 - 2019

- Bundaberg
- Online
- 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
Guidance on how to approach written assessments should be offered earlier.

Recommendation
ALC tutorials to be brought forward 1 week earlier. Assessment overview and tips ECHO360 recording by unit coordinators to be brought forward by 1 week.

Feedback from Unit evaluation

Feedback
Interactive Zoom sessions delivered by the unit coordinators covering the assessments where the structure, content and requirements are discussed.

Recommendation
Interactive Zoom sessions to be available to students to support their understanding of the instructions and expectations of each assessment.

Feedback from Unit evaluation

Feedback
Too much reading required for the unit.

Recommendation
Review of the recommended weekly topic reading and tutorial preparation reading will be undertaken.

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

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

Inclusive Practice for Health Professionals
(2015)
Authors: Davis, J., Birks, M., & Chapman, Y. (Eds).
Oxford University Press
South Melbourne , Victoria , Australia
Binding: Paperback
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Supplementary

Yatdjuligin: Aboriginal and Torres Strait Islander nursing & midwifery care
Edition: second (2017)
Authors: Best, O., & Fredericks, B. (Eds).
Cambridge University Press
Port Melbourne , Victoria , Australia
Binding: Paperback

Additional Textbook Information
Both textbooks are 'keepers' and will be useful resources further into your studies.

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

Susan Rockloff Unit Coordinator
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Danielle Le Lagadec Unit Coordinator
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Schedule

Week 1 Personal, Cultural and Professional values - 11 Nov 2019

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 other people from a different cultural background		

Week 2 Cultural capabilities and cultural safety - 18 Nov 2019

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 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Australian people value good health and longevity, and therefore have high expectations that Governments will deliver quality health care services. However, in Australia, access to healthcare is not the same for everyone. The situational, psychological and social determinants of health lead to inequitable access to health care for many Australians.		

Week 4 First Nations peoples' history, culture & health - 02 Dec 2019

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 in a number of health targets		

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 Multiculturalism and health - 16 Dec 2019

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 and beliefs and how these might influence an individual's preferences in health care.		**Assessment 1. Portfolio** Due: Week 5 Friday (20 Dec 2019) 11:45 pm AEST

Week 6 Equity & Diversity in the workplace - 23 Dec 2019

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		

Week 7 Disability groups - 06 Jan 2020

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 - 13 Jan 2020

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 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
This week we look at a number of sub-groups within the community who face a number of barriers, both individual and systemic when accessing healthcare services		

Week 10 Health literacy - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
This module looks at the importance of health literacy in empowering people to use health information to stay healthy. We look at health literacy from global, national, community and individuals' perspectives; its challenges; as well as from a quality and safety perspective		

Week 11 Health policy & reform: Toward an inclusive practice - 03 Feb 2020

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 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
This summary module will review key issues of inclusive practice for nursing		**Assessment 2: Essay** Due: Week 12 Monday (10 Feb 2020) 11:45 pm AEST

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1. Portfolio

Assessment Type
Written Assessment

Task Description
Assessment Aim
The aim of your assignment is to **develop a portfolio** on *culturally responsive care* in the Australian health care context. The purpose of your portfolio is for you to make connections between the unit material and real-life application in the delivery of healthcare. In order to meet this aim, you are to engage with 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.

Task Description

You are required to complete the **two compulsory tasks (Weeks 2 and 4)** and choose two other tasks (total four tasks). Provide a response of approximately 500 words for each of the four tasks. Each response should demonstrate your understanding of the key issues and concepts of the topic, supported by current literature. You are encouraged to use examples, where possible, to illustrate your understanding and to read beyond the set readings to develop a deeper understanding of the topic areas.

Respond to the two compulsory tasks, then choose two additional tasks from the list below:

Week 1 task

Identify and discuss two elements of the *ANSAT behavioural cues* document that are pertinent to culturally responsive care.

Week 2 task (compulsory)

Discuss the three steps of *Ramsden's cultural safety model* framework that guides nurses in the delivery of culturally responsive care.

Week 3 task

Identify and discuss two issues relating to the disparity of health outcomes between population groups in rural/remote areas and urban environments.

Week 4 task (compulsory)

Discuss the history and function of National Aboriginal Community Controlled Health Services (NACCHO) in primary health care.

Week 5 task

Discuss respectful nursing care in end-of-life care for two different minority population groups from a cultural and religious perspective.

Week 6 task

Discuss the likely challenges faced by internationally trained nurses working in the Australian healthcare setting.

Instructions to Students

Try to work on the portfolio each week. You will find this keeps you up to date and reduces stress when the assessment item is due. Please ensure that you select two compulsory and two other tasks (only four tasks). If you submit more than four task answers, then the first four are marked and used to make your final Assessment 1 mark. If you do not include the two compulsory tasks, 15% will be lost for each task respectively.

In order to successfully complete the requirements of this assessment, students will need to actively engage with the resources offered by Academic Learning Centre (ALC) available in the ALS block associated with NURS11162, including weekly tutorial sessions.

When addressing the assignment topic, you will need to use contemporary literature (<5 years) to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. 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. It is expected that you will read widely around the topic (beyond the unit resources) and correctly reference your paper using APA referencing style (current CQUniversity abridged edition).

A 2000-word limit has been set for this assignment. **A contents page, introduction and conclusion are not required for this portfolio presentation.** A 10% leeway on either side of the word limit is accepted. Word count is measured from the first word of the portfolio to the last word of the portfolio and includes in-text referencing. Not included in the word count are the title page and reference list. To help scaffold your assessment you should allow approximately 25% (approximately 500 words) for each of the four chosen topics listed in the *Task Description* above. Any information over the word count (+10%) will not be marked.

· 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 at the end of your portfolio correctly formatted to APA referencing style
- Include a header with the page numbers and a footer with your student name and student number in a font style one size smaller than the body of your assignment
- Submit your Assessment Task 1 by the due date
- Submit via NURS11162 Moodle site through Turnitin
- ***Upload with the file named in the following format: Surname_ First name_ Student number_ A1***

Assessment Criteria

The assessment criteria table and associated performance standards for Assessment Item 1 is available below. These assessment criteria will be used to evaluate your assignment. It is essential that 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%

Assessment Due Date
Week 5 Friday (20 Dec 2019) 11:45 pm AEST

Return Date to Students
Week 8 Friday (17 Jan 2020)
Students will receive feedback in sufficient time to incorporate feedback into response to Assessment task 2.

Weighting
50%

Assessment Criteria

Assessment 1 Marking Criteria. T3 2019.

HD	D	C	P	F
Structure and Design (20%)				
8.45 - 10 Excellent presentation of assignment, double-spaced with Arial 11-point font. Title page included with no formatting errors. Headers and footers correctly formatted as per task description. Headings for weekly tasks correctly formatted. Adheres to prescribed word count. (10%)	7.45 - 8.449 Well-presented assignment, double-spaced with Arial 11-point font. Title page included with 1 formatting error. Headers and footers included with 1 formatting error. Headings for weekly tasks included with 1 formatting error. Adheres to prescribed word count.	6.45 - 7.449 Well-presented assignment, double-spaced with Arial 11-point font. Title page included with 2 formatting errors. Headers and footers included with 2 formatting errors. Headings for weekly tasks included with 2 formatting errors. Adheres to prescribed word count.	4.95 - 6.449 An adequately presented assignment, double-spaced with Arial 11-point font. Title page included with >2 formatting errors. Headers and footers included with >2 formatting errors. Headings for weekly tasks included with >2 formatting errors. Adheres to prescribed word count.	0 - 4.949 Poorly presented assignment where one or more of the following problems are present: Double-spacing not used; Arial 11-point font not used; or Title page not included. Headers and footers not included. Headings inadequate or not included. Deviates significantly from prescribed word count (>+10% or <-10%).
8.45 - 10 Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure clear and easy to follow. (10%)	7.45 - 8.449 Minimal (1-2) critical errors in spelling, grammar or paragraph structure. Organisation and structure clear and relatively easy to follow.	6.45 - 7.449 Few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure appropriate and can be followed.	4.95 - 6.449 Several (5-6) critical errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow.	0 - 4.949 One or more of the following problems are present: Many (>6) errors with spelling, grammar or paragraph structure; organisation and structure lacks clarity and is difficult to follow.
Approach and Argument (60%)				
12.68 - 15 Portfolio answer 1. Provides comprehensive and critical discussion that demonstrates an extensive understanding of the main points relating to the topic. (15%)	11.18 - 12.67 Provides strong and appropriate discussion that shows a strong understanding of the main points relating to the topic.	9.68 - 11.17 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.43 - 9.67 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	0 - 7.42 Provides poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.
12.68 - 15 Portfolio answer 2 Provides comprehensive and critical discussion that demonstrates an extensive understanding of the main points relating to the topic. (15%)	11.18 - 12.67 Provides strong and appropriate discussion that shows a strong understanding of the main points relating to the topic.	9.68 - 11.17 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.43 - 9.67 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	0 - 7.42 Provides poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.
12.68 - 15 Portfolio answer 3. Provides comprehensive and critical discussion that demonstrates an extensive understanding of the main points relating to the topic. (15%) (15%) (20%)	11.18 - 12.67 Provides strong and appropriate discussion that shows a strong understanding of the main points relating to the topic.	9.68 - 11.17 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.43 - 9.67 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	0 - 7.42 Provides poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.
12.68 - 15 Portfolio answer 4 Provides comprehensive and critical discussion that demonstrates an extensive understanding of the main points relating to the topic. (15%)	11.18 - 12.67 Provides strong and appropriate discussion that shows a strong understanding of the main points relating to the topic.	9.68 - 11.17 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.43 - 9.67 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	0 - 7.42 Provides poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.
Referencing (20%)				
4.23 - 5 Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	3.73 - 4.22 Generally integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	3.23 - 3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	2.48 - 3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	0 - 2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
4.23 - 5 Consistently accurate with in-text referencing. (5%)	3.73 - 4.22 1-2 consistent in-text referencing errors identified.	3.23 - 3.72 3-4 consistent in-text referencing errors identified.	2.48 - 3.22 5-6 consistent in-text referencing errors identified.	0 - 2.47 Referencing is not consistent with APA style. >6 inaccuracies with in-text referencing.
4.23 - 5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73 - 4.22 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23 - 3.72 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48 - 3.22 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	0 - 2.47 The required number of 7 references not used. One or more of the following problems are present: journal articles not sourced or not peer-reviewed; most references not up-to-date; or most websites not credible.

4.23 - 5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines APA style. (5%)	3.73 - 4.22 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines APA style. 1-2 consistent reference list errors.	3.23 - 3.72 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines APA style. 3-4 consistent reference list errors.	2.48 - 3.22 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines APA style. 5-6 consistent reference list errors.	0 - 2.47 Reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines APA style >6 consistent reference list errors.

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 2: Essay

Assessment Type
Written Assessment

Task Description

Assessment aim

The aim of this assignment is to **write an essay** on the effects of *negative attitudes by healthcare professionals* on equitable health care for minority groups in the Australian context. To meet this aim, you are to engage with the weekly unit material and tutorials from Modules 7-11, where several resources are offered that will support your response to this assessment task.

Task description

Watch the two vignettes in the *Assessment 2* portal that demonstrate simulated care to a patient with disability. Choose only **ONE** vignette for your response, then provide responses to the three criteria below. Use the literature to support your answer.
1. Compare and contrast the communication skills, attitudes and behaviours of Nurse 1 and Nurse 2 during patient interactions using the *ANSAT behavioural cues* (Henderson, 2017) document (available in *Assessment 2* portal in Moodle). You are to identify a minimum of two points of difference relevant to inclusive practice. Clearly identify the chosen vignette in your response.
2. Discuss a number of communication strategies that promote health literacy for people with disability. Your response must relate to the type of disability represented in the chosen vignette (intellectual disability or physical disability).
3. Discuss the effects of stigmatisation by healthcare professionals on all people with disability. Include in your discussion one government policy that seeks to improve the experiences of people with disability when accessing healthcare. Clearly identify the government policy in your response.

Instructions to Students

In order to successfully complete the requirements of this assessment, students will need to actively engage with the resources offered by the Academic Learning Centre (ALC) available in the ALS block 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. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. 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. It is expected that you will read widely around the topic (beyond the unit resources) and correctly reference your paper using APA referencing style (current CQUniversity abridged edition).

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 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 a font style one size smaller than the body of your assignment
· Submit your Assessment Task 2 by the due date
· Submit via NURS11162 Moodle site through Turnitin
· ***Upload the file named in the following format: Surname_ First name_ Student number_ A2***

Assessment Criteria

The assessment criteria table and associated performance standards for Assessment Item 2 is available below. These assessment criteria will be used to evaluate your assignment. It is essential that 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%)

Assessment Due Date

Week 12 Monday (10 Feb 2020) 11:45 pm AEST

Return Date to Students

Students will receive feedback 3 weeks after the due date

Weighting

50%

Assessment Criteria

Assessment 2 Marking Criteria. T3 2019

HD	D	C	P	F
Structure and Design (20%)				
8.45 - 10 Excellent presentation of assignment double-spaced with Arial 11-point font. Title page included and formatted correctly. Contents page included and formatted correctly. Headers and footers correctly formatted as per task description. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure clear and easy to follow. (10%)	7.45 - 8.449 Well-presented assignment double-spaced with Arial 11-point font. Title page included with 1 formatting error. Contents page included with 1 error. Headers and footers included with 1 formatting error. Minimal (1-2) critical errors in spelling, grammar or paragraph structure. Organisation and structure clear and relatively easy to follow.	6.45 - 7.449 Good presentation of assignment double-spaced with Arial 11-point font. Title page included with 2 formatting errors. Contents page included with 2 errors. Headers and footers included with 2 formatting errors. Few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure appropriate and can be followed.	4.95 - 6.449 Reasonable presentation of assignment double-spaced with Arial 11-point font. Title page included with >2 formatting errors. Contents page included with >2 errors. Headers and footers included with >2 formatting errors. Several (5-6) critical errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow.	0 - 4.949 Poorly presented assignment where one or more of the following problems are present: Double spacing not used; Arial 11-point font not used; Title page not included; Contents page not included. Headers and footers not included. Many (>6) errors with spelling, grammar or paragraph structure. Organisation and structure lacks clarity and difficult to follow.
8.45 - 10 Clear and succinct introduction that introduces the topics for discussion and outlines the direction of the paper. Clear and succinct conclusion that outlines the main points and brings the essay to a logical close. Adheres to prescribed word count. (10%)	7.45 - 8.449 Clear and appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. Clear and appropriate conclusion that outlines the main points and brings the essay to a logical close. Adheres to prescribed word count.	6.45 - 7.449 Appropriate introduction that introduces the topics for discussion and outlines the direction of the paper. Appropriate conclusion that outlines the main points and brings the essay to a logical close. Adheres to prescribed word count.	4.95 - 6.449 Introduction is apparent, but the topics for discussion are not clearly introduced. Conclusion apparent; attempts to outline some of the main points; and brings some sense of closure. Adheres to prescribed word count.	0 - 4.949 No recognisable introduction or the topics for discussion are not introduced. No recognisable conclusion or main points discussed not summarised. Deviates significantly from prescribed word count (>+10% or <-10%).
Approach and Argument (60%)				

16.90 - 20 Content comprehensively and skilfully compares and contrasts the communication skills, attitudes and behaviours of Nurse 1 and Nurse 2 during patient interactions using the ANSAT behavioural cues document. Two points of difference relevant to inclusive practice identified and addressed. One vignette clearly identified. (20%) (20%)	14.90 - 16.89 Content thoughtfully compares and contrasts the communication skills, attitudes and behaviours of Nurse 1 and Nurse 2 during patient interactions using the ANSAT behavioural cues document. Two points of difference relevant to inclusive practice identified and addressed. One vignette clearly identified.	12.90 - 14.89 Content adequately compares and contrasts the communication skills, attitudes and behaviours of Nurse 1 and Nurse 2 during patient interactions using the ANSAT behavioural cues document. Two points of difference relevant to inclusive practice identified and addressed. One vignette clearly identified.	9.90 - 12.89 Content sufficiently compares and contrasts the communication skills, attitudes and behaviours of Nurse 1 and Nurse 2 during patient interactions using the ANSAT behavioural cues document. Two points of difference relevant to inclusive practice identified and addressed. One vignette clearly identified.	0 - 9.89 Content insufficiently compares and contrasts the communication skills, attitudes and behaviours of Nurse 1 and Nurse 2 during patient interactions. The ANSAT behavioural cues document not used. Less than two points of difference identified and addressed or not relevant to inclusive practice. One vignette not clearly identified.
16.90 - 20 Content provides comprehensive and critical discussion of a number of communication strategies that promote health literacy for people with disability. Response relates to chosen vignette. (20%)	14.90 - 16.89 Content provides strong and appropriate discussion of a number of communication strategies that promote health literacy for people with disability. Response relates to chosen vignette.	12.90 - 14.89 Content provides adequate discussion of a number of communication strategies that promote health literacy for people with disability. Response relates to chosen vignette.	9.90 - 12.89 Content provides some relevant discussion of a number of communication strategies that promote health literacy for people with disability. Response relates to chosen vignette.	0 - 9.89 Content provides inadequate or inappropriate discussion of communication strategies that promote health literacy for people with disability. Response not specific to chosen vignette.
16.90 - 20 Content provides comprehensive and critical discussion of the effects of stigmatisation by healthcare professionals on all people with disability. One government policy included. Policy clearly identified. (20%)	14.90 - 16.89 Content provides strong discussion of the effects of stigmatisation by healthcare professionals on all people with disability. One government policy included. Policy clearly identified.	12.90 - 14.89 Content provides adequate discussion of the effects of stigmatisation by healthcare professionals on all people with disability. One government policy included. Policy clearly identified.	9.90 - 12.89 Content provides some relevant discussion of the effects of stigmatisation by healthcare professionals on all people with disability. One government policy included. Policy clearly identified.	0 - 9.89 Content provides inadequate or inappropriate discussion of the effects of stigmatisation by healthcare professionals on all people with disability. No government policy included or policy not clearly identified.

Referencing (20%)

4.23 - 5 Consistently integrates references to support and reflect all ideas, factual and statistical information and quotations. (5%)	3.73 - 4.22 Generally integrates references to support and reflect ideas, factual and statistical information and quotations with 1 or 2 exceptions.	3.23 - 3.72 Frequently integrates references to support and reflect ideas, factual and statistical information and quotations, with 3 or 4 exceptions.	2.48 - 3.22 Occasionally integrates references to support and reflect ideas, factual and statistical information and quotations, with 5 or 6 exceptions.	0 - 2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual and statistical information & quotations.
4.23 - 5 Consistently accurate with in-text referencing. (5%)	3.73 - 4.22 1-2 consistent in-text referencing errors identified.	3.23 - 3.72 3-4 consistent in-text referencing errors identified.	2.48 - 3.22 5-6 consistent in-text referencing errors identified.	0 - 2.47 Referencing is not consistent with APA style. >6 inaccuracies with in-text referencing.
4.23 - 5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73 - 4.22 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23 - 3.72 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48 - 3.22 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	0 - 2.47 The required number of 7 references not used. Journal articles not sourced or not peer-reviewed. Most references not up-to-date. Chosen websites not credible.
4.23 - 5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines APA style. (5%)	3.73 - 4.22 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines APA style. 1-2 consistent reference list errors.	3.23 - 3.72 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines APA style. 3-4 consistent reference list errors.	2.48 - 3.22 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines APA style. 5-6 consistent reference list errors.	0 - 2.47 Reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines APA style. >6 consistent reference list errors

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Students will receive feedback in sufficient time to incorporate feedback into response to Assessment task 2.

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