NURS11162 *Inclusive Practice for Nursing*
Term 2 - 2020

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.

Corrections

Unit Profile Correction added on 19-10-20
2 Written Assessment - Essay

Assessment aim

The aim of this assignment is to **write an essay** on the *difficulties in accessing equitable health care* for marginalised groups in the Australian context. The purpose of your essay is to make connections between the unit material and real-life application in the delivery of healthcare. To meet this aim, you are to engage with the weekly unit material, and tutorials from Modules 7-11. The resources offered during these weeks will support your response to this assessment task.

Task description

Watch one of the two vignettes (intellectual disability or physical disability) in the *Assessment 2* portal that demonstrate simulated care to a patient with disability. Then provide responses to the three criteria below (400 words each). You are to use the literature to support your response. You must also read beyond the set readings to develop a deeper understanding of the topic areas.

To complete the task, you are to address the following:

1. Discuss the impact of social exclusion on the health of people with disability. Include the historical aspects of de-institutionalisation.

2. Explain how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.

3. Discuss the concept of reasonable adjustments as an approach to inclusivity in caring for a person with disability in the health care setting. Relate your discussion to either the intellectual or physical disability vignette provided with consideration of the Australian nursing profession's codes and standards.

Instructions to Students

> 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 NURS11162 Moodle companion site, including 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.
Literature and references
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 – link available in *Assessment for this unit* block).
Formatting
A 1500-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 heading for 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% (150 words) each for the introduction and conclusion and approximately 400 words for each of the three criteria listed in the *Task Description* above.
·   Write in third person language.
·   Use double-line spacing and 12-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 header or footer with the page numbers, your name and student number.
- · Include a contents page with headings that match the headings in your essay.
- · Include headings for each task. Do not include dot points or numbered lists.
- · Include a reference list correctly formatted to APA referencing style.
- · 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 and design (10%).
- · Approach and argument (80%).
- · Referencing (10%).

Assessment 2 Marking Criteria. T2 2020

Name of student:

HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (0-49%)	Mark
Structure and Organisation (10%)					
5 – 4.25 Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, title page. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure clear and easy to follow.	4.20 – 3.8 Well-presented assignment, double line spaced, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar or paragraph structure. Organisation and structure clear and relatively easy to follow.	3.75 – 3.55 Well-presented assignment, double line spaced, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar or paragraph structure. Organisation and structure appropriate and can be followed.	3.50 – 2.5 Adequate assignment presentation, double line spaced with 12-point font. No page numbers, title page, 5 to 7 consistent errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow.	2.45 – 0 Poorly presented assignment. Double line spacing, page numbers or 12-point font not used. Title page not included Contents page not included. Many (>6) errors with spelling, grammar or paragraph structure. Organisation and structure lacks clarity and difficult to follow.	/5
5 – 4.25 Clear and concise introduction, which includes the topics for discussion and outlines the direction of the essay. Clear and concise conclusion that outlines the main points and brings the essay to a logical close. Discussion is exceptionally well linked to supporting literature. Adheres to prescribed word count.	4.20 – 3.8 Clear and appropriate introduction, which includes the topics for discussion and outlines the direction of the essay. Clear and appropriate conclusion that outlines the main points and brings the essay to a logical close. Supporting literature is used appropriately to support discussion. Adheres to prescribed word count.	3.75 – 3.55 Appropriate introduction, which includes the topics for discussion and outlines the direction of the essay. Appropriate conclusion that outlines the main points and brings the essay to a logical close. Definitions are provided and demonstrate efforts to paraphrase. Minimal omissions in links to supporting literature. Adheres to prescribed word count.	3.50 – 2.5 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. Frequent omissions in links to supporting literature leaving the discussion unsupported. Adheres to prescribed word count.	2.45 – 0 No recognisable introduction or the topics for discussion are not introduced. No recognisable conclusion or main points discussed not summarised. Little to no links to supporting literature. Deviates significantly from prescribed word count (>+10% or <-10%).	/5
Approach and Argument (80%)					
25 – 21.25 Provides comprehensive and critical discussion that demonstrates an extensive understanding of the impact of social exclusion on the health of people with disability and succinctly links the historical aspects of de-institutionalisation.	21.2 – 18.75 Provides strong discussion that demonstrates a very good understanding of the impact of social exclusion on the health of people with disability and strongly links the historical aspects of de-institutionalisation.	18.7 – 16.25 Provides adequate discussion that demonstrates a solid understanding of the impact of social exclusion on the health of people with disability and adequately links the historical aspects of de-institutionalisation.	16.2 – 12.5 Provides sufficient discussion that demonstrates a fair understanding of the impact of social exclusion on the health of people with disability and offers some links to the historical aspects of de-institutionalisation.	12.45 – 0 Provides insufficient discussion that demonstrates a poor understanding of the impact of social exclusion on the health of people with disability and offers no link to the historical aspects of de-institutionalisation.	/25

25 – 21.25 Content provides comprehensive and critical discussion that demonstrates an extensive understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	21.2 – 18.75 Content provides strong and appropriate discussion that demonstrates a very good understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	18.7 – 16.25 Content provides adequate discussion that demonstrates a solid understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	16.2 – 12.5 Content provides some relevant discussion that demonstrates a fair understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	12.45 – 0 Content provides inadequate or inappropriate discussion that demonstrates a poor understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	/25
30 – 25.5 Content provides comprehensive and critical discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. One vignette is discussed along with the nursing professional's codes & standards.	25.4 – 22.4 Content provides strong discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. One vignette is discussed along with the nursing professional's codes & standards.	22.3 – 19.4 Content provides adequate discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. One vignette is discussed along with the nursing professional's codes & standards.	19.3 – 15 Content provides some relevant discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. One vignette is mentioned along with the nursing professional's codes & standards.	15 – 0 Content provides inadequate or inappropriate discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. No mention of a vignette and/or the nursing professional's codes & standards.	/30

Referencing (10%)

5 – 4.25 Consistently accurate with in-text referencing to support all ideas, factual information, and quotations.	4.0 – 3.75 Referencing supports all ideas, factual information, and quotations. 1 or 2 consistent in-text referencing errors identified.	3.70 – 3.25 3 or 4 consistent in-text referencing errors identified to support all ideas, factual information, and quotations.	3.20 – 2.5 3 or 4 inconsistent in-text referencing errors identified to support all ideas, factual information, and quotations.	2.45 – 0 Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support all ideas, factual information, and quotations.	/5
5 – 4.25 Reference list Fully adheres to APA guidelines. A minimum of 8 up-to-date references used.	4.0 – 3.75 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines of APA style. A minimum of 7 up-to-date references used.	3.70 – 3.25 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines of APA style. A minimum of 6 up-to-date references used.	3.20 – 2.5 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines of APA style. A minimum of 5 up-to-date references used.	2.45 – 0 Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines of APA style. A minimum of 5 references not provided.	/5
TOTAL MARKS					/100

Marker:

Comments:

General Information

Overview
This unit enables you to explore concepts of social inclusion, exclusion, and equitable access in relation to health care practices and to identify strategies which promote inclusivity. You will be introduced to historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples 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 - 2020
- 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. **Portfolio**
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. Identify strategies that promote inclusion in health care practice
3. Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups
4. Discuss historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples.

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 - Portfolio - 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 - Portfolio - 50%	●	●	●	●			●	●		
2 - Written Assessment - 50%	●	●	●	●			●	●		

Textbooks and Resources

Textbooks

NURS11162

Supplementary

Inclusive practice for health professionals
(2015)
Authors: Davis, J., Birks, M., & Chapman, Y.
Oxford University Press
South Melbourne , Victoria , Australia
ISBN: 9780195593952
Binding: Paperback
NURS11162

Supplementary

Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery care
2nd edition (2018)
Authors: Best, O., & Fredericks, B.
Cambridge University Press
Port Melbourne , Victoria , Australia
ISBN: 1316642178
Binding: Paperback

Additional Textbook Information
Yatdjuligin is a 'keeper' and will be a useful resource throughout your studies.
If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: http://bookshop.cqu.edu.au
(search on the Unit code). eBooks are available at the publisher's website.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Shunil Raina Unit Coordinator
s.raina@cqu.edu.au
Colleen Johnston-Devin Unit Coordinator
c.johnston-devin@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Personal, Cultural and Professional values	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 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural capabilities and cultural safety	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 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Equity in health care	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 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
First Nations peoples' history, culture & health	This module seeks to explore the historical influences and sociological rather than biomedical explanations of ill-health for Aboriginal and Torres Strait Islander people. We will look at how engagement in policies is helping towards closing the gap in a number of health targets.	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Multiculturalism and health	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.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Equity & Diversity in the workplace	Australia is known as a multicultural nation and this is also reflected in the workplace. In this module, we 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.	**Written Assessment - Portfolio** Due: Week 6 Wednesday (26 Aug 2020) 11:45 pm AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disability groups	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 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Intellectual disability	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 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Marginalised and stigmatised groups in society	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 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Attitudes, behaviour and social science	This week, we introduce you to the concepts of ageism, explicit and implicit bias, and moral judgement from a social sciences viewpoint. You will learn how to address these attitudes and behaviours with a strong ethical compass.	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Health policy & reform: Toward an inclusive practice	In this final module, you will be asked to examine historical and contemporary health policy and the role of reform in meeting the equitable health needs of all Australians.	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review key issues in inclusive practice	This summary module will review key issues of inclusive practice for nursing.	**Written Assessment - Essay** Due: Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment - Portfolio

Assessment Type
Portfolio

Task Description
The **aim of your assignment** is to **write a portfolio** on culturally responsive and equitable health care in the Australian context. The purpose of your portfolio is to make connections between the unit material and real-life application in the delivery of healthcare. To meet this aim, you are to engage with the weekly unit material, and tutorials from Modules 1-6. The resources offered during these weeks will support your response to this assessment task.

Task Description
Provide a response of approximately 500 words for each of the three tasks below. Each response should demonstrate your understanding of the key issues and concepts of the topic, supported by current literature. You are to include the Australian nursing profession's codes and standards in your response. You must also read beyond the set readings to develop a deeper understanding of the topic areas.

1. Discuss the Aboriginal Community Controlled Health Services (ACCHS) in primary health care to demonstrate your understanding of the concept of community control. Include in your response:
· The historical aspects of ACCHS.
· The purpose, function, and ways in which cultural considerations impact on the operations of the ACCHS.
2. Discuss the two challenges listed in accessing equitable health care for patients from culturally and linguistically diverse (CALD) backgrounds in the health care system. Include in both your responses, inclusive practices that nurses can adopt when caring for this patient group. Use examples to demonstrate your understanding.
· Cultural health practices and beliefs
· Spiritual considerations and respecting religious practices.
3. Discuss the two topics listed below concerning internationally trained nurses in the health care workplace.
· Difficulty in communication. Include in your response, inclusive practices that nurses can adopt to support overseas trained colleagues during communication encounters.
· Discuss the benefits of a culturally diverse workforce.

Instructions to Students

> 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 companion Moodle site 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.You must correctly reference your paper using APA referencing style (current CQUniversity abridged edition – link available in Assessment for this unit block).

Formatting
A 1500-word limit has been set for this assignment. A contents page, introduction and conclusion are not required for this written assessment. 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 500 words for each of the three topics 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 headings for each task. Do not include dot points or numbered lists.
- Include a reference list at the end of your portfolio correctly formatted to APA referencing style.
- 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 Due Date
Week 6 Wednesday (26 Aug 2020) 11:45 pm AEST

Return Date to Students
Week 9 Friday (18 Sept 2020)
Students will receive feedback in sufficient time to incorporate feedback into response to Assessment 2.

Weighting
50%

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 1 Marking Criteria. T2 2020.

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. Headings 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. Headings included with 1 formatting error. Adheres to prescribed word count.	6.45 - 7.449 Good presentation of assignment, double-spaced with Arial 11-point font. Title page included with 2 formatting errors. Headings 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. Headings included with >2 formatting errors. Adheres to prescribed word count.	0 - 4.949 Poorly presented assignment. Double-spacing not used; Arial 11-point font not used; or Title page 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 Many (>6) errors with spelling, grammar or paragraph structure; organisation and structure lacks clarity and is difficult to follow.
Approach and Argument (60%)				
16.90 - 20.0 **Task 1** (20%) Content provides comprehensive and critical discussion that demonstrates an extensive understanding of the historical aspects, purpose, function and ways in which cultural considerations impact the operations of the ACCHS.	14.90 - 16.89 Content provides strong and appropriate discussion that demonstrates a very good understanding of the historical aspects, purpose, function and ways in which cultural considerations impact the operations of the ACCHS.	12.90 - 14.89 Content provides adequate discussion that demonstrates a solid understanding of the historical aspects, purpose, function and ways in which cultural considerations impact the operations of the ACCHS.	12.89 - 9.90 Content provides some relevant discussion that demonstrates a fair understanding of the historical aspects, purpose, function and ways in which cultural considerations impact the operations of the ACCHS.	0 - 9.89 Content provides inadequate or inappropriate discussion that demonstrates a poor understanding of the historical aspects, purpose, function and ways in which cultural considerations impact the operations of the ACCHS.
16.90 - 20.0 **Task 2 (**20%) Content provides comprehensive and critical discussion that demonstrates an extensive understanding of two challenges for patients from CALD backgrounds in accessing equitable health care. Excellent response to cultural health practices and beliefs, and spiritual and religious practices and beliefs.	14.90 - 16.89 Content provides strong and appropriate discussion that demonstrates a very good understanding of two challenges for patients from CALD backgrounds in accessing equitable health care. Strong response to cultural health practices and beliefs, and spiritual and religious practices and beliefs.	12.90 - 14.89 Content provides adequate discussion that demonstrates a solid understanding of two challenges for patients from CALD backgrounds in accessing equitable health care. Adequate response to cultural health practices and beliefs, and spiritual and religious practices and beliefs.	12.89 - 9.90 Content provides some relevant discussion that demonstrates a fair understanding of two challenges for patients from CALD backgrounds in accessing equitable health care. Relevant response to cultural health practices and beliefs, and spiritual and religious practices and beliefs.	0 - 9.89 Content provides inadequate or inappropriate discussion that demonstrates a poor understanding of the challenges for patients from CALD backgrounds in accessing equitable health care. Inadequate response to cultural health practices and beliefs, and spiritual and religious practices and beliefs.
16.90 - 20.0 **Task 3** (20%) Content provides comprehensive and critical discussion that demonstrates an extensive understanding of two issues facing internationally trained nurses. Excellent response to difficulties in communication; inclusive practices; and the benefits of a culturally diverse workforce.	14.90 - 16.89 Content provides strong and appropriate discussion that demonstrates a very good understanding of two issues facing internationally trained nurses. Strong response to difficulties in communication; inclusive practices; and the benefits of a culturally diverse workforce.	12.90 - 14.89 Content provides adequate discussion that demonstrates a reasonable understanding of two issues facing internationally trained nurses. Adequate response to difficulties in communication; inclusive practices; and the benefits of a culturally diverse workforce.	12.89 - 9.90 Content provides some relevant discussion that demonstrates a fair understanding of two issues facing internationally trained nurses. Relevant response to difficulties in communication; inclusive practices; and the benefits of a culturally diverse workforce.	0 - 9.89 Content provides inadequate or inappropriate discussion that demonstrates a poor understanding of two issues facing internationally trained nurses. Inadequate response to difficulties in communication; inclusive practices; and the benefits of a culturally diverse workforce.
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 8 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73 - 4.22 A minimum of 7 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23 - 3.72 A minimum of 6 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48 - 3.22 A minimum of 5 up-to-date references used including 2 journal articles as well as relevant books and websites.	0 - 2.47 The required number of 5 references not used. 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 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit via NURS11162 Moodle site through Turnitin. Upload with the file named in the following format: Surname_First name_Student number_A1

Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
- Identify strategies that promote inclusion in health care practice
- Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups
- Discuss historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples.

Graduate Attributes

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

2 Written Assessment - Essay

Assessment Type
Written Assessment

Task Description
The **aim of this assignment** is to **write an essay** on the difficulties in accessing equitable health care for marginalised groups in the Australian context.The purpose of your essay is to make connections between the unit material and real-life application in the delivery of healthcare. To meet this aim, you are to engage with the weekly unit material, and tutorials from Modules 7-11. The resources offered during these weeks will support your response to this assessment task.

Task description
Watch the two vignettes (intellectual disability, physical disability) in the Assessment 2 portal that demonstrate simulated care to a patient with disability. Then provide responses to the three criteria below (400 words each). You are to use the literature to support your response. You must also read beyond the set readings to develop a deeper understanding of the topic areas.

To complete the task, you are to address the following:

1. Discuss the impact of social exclusion on the health of people with disability. Include the historical aspects of de-institutionalisation.

2. Explain how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.

3. Discuss the concept of reasonable adjustments as an approach to inclusivity in caring for a person with disability in the health care setting. Relate your discussion to the two vignettes provided with consideration of the Australian nursing profession's codes and standards.

Instructions to Students

> 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 NURS11162 Moodle companion site, 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 – link available in Assessment for this unit block).

Formatting
A 1500-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 heading for 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% (150 words) each for the introduction and

conclusion and approximately 400 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 headings for each task. Do not include dot points or numbered lists.

· Include a reference list correctly formatted to APA referencing style.

· 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 Due Date
Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST

Return Date to Students

Students will receive feedback approximately 3 weeks after the due date.

Weighting
50%

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 2 Marking Criteria. T2 2020.

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. 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. 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. 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. 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. Double spacing not used; Arial 11-point font not used; Title page not included; Contents page 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 Provides comprehensive and critical discussion that demonstrates an extensive understanding of the impact of social exclusion on the health of people with disability and succinctly links the historical aspects of de-institutionalisation. Both vignettes clearly identified. (20%) (20%)	14.90 - 16.89 Provides strong discussion that demonstrates a very good understanding of the impact of social exclusion on the health of people with disability and strongly links the historical aspects of de-institutionalisation. Both vignettes clearly identified.	12.90 - 14.89 Provides adequate discussion that demonstrates a solid understanding of the impact of social exclusion on the health of people with disability and adequately links the historical aspects of de-institutionalisation. Both vignettes clearly identified.	9.90 - 12.89 Provides sufficient discussion that demonstrates a fair understanding of the impact of social exclusion on the health of people with disability and offers some links to the historical aspects of de-institutionalisation. Both vignettes clearly identified.	0 - 9.89 Provides insufficient discussion that demonstrates a poor understanding of the impact of social exclusion on the health of people with disability and offers no link to the historical aspects of de-institutionalisation. One or both vignettes not clearly identified.
16.90 - 20 Content provides comprehensive and critical discussion that demonstrates an extensive understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society. (20%)	14.90 - 16.89 Content provides strong and appropriate discussion that demonstrates a very good understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	12.90 - 14.89 Content provides adequate discussion that demonstrates a fair understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	9.90 - 12.89 Content provides some relevant discussion that demonstrates a fair understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.	0 - 9.89 Content provides inadequate or inappropriate discussion that demonstrates a poor understanding of how the National Disability Insurance Scheme (NDIS) seeks to promote inclusion in mainstream society.
16.90 - 20 Content provides comprehensive and critical discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. Both vignettes are discussed along with the nursing professional's codes & standards. (20%)	14.90 - 16.89 Content provides strong discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. Both vignettes are discussed along with the nursing professional's codes and standards	12.90 - 14.89 Content provides adequate discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. Both vignettes are discussed along with the nursing professional's codes & standards	9.90 - 12.89 Content provides some relevant discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. Both vignettes are mentioned along with the nursing professional's codes & standards	0 - 9.89 Content provides inadequate or inappropriate discussion of reasonable adjustment as an approach to inclusivity in caring for a person with disability in the health care setting. No mention of the vignettes and/or the nursing professional's codes & standards.
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 8 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73 - 4.22 A minimum of 7 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23 - 3.72 A minimum of 6 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48 - 3.22 A minimum of 5 up-to-date references used including 2 journal articles as well as relevant books and websites.	0 - 2.47 The required number of 5 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

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Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
- Identify strategies that promote inclusion in health care practice
- Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population 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